Sonar Curriculum

The Sonar Historian YN-Y6: Subject Leader Overview

Historical Concepts
Historical Vocabulary
Historical Questions
Stories & Sources

Year Group	Standardised Objectives
Nursery – Development matters	Understanding the world - Past and Present: • Is interested in photographs of themselves and other familiar people and objects (Pre3) • Is beginning to make sense of his/her own life-story and his/her family's history (N) • Enjoys joining in with family customs and routines (N) • Remembers and talks about significant events in their own experience (N) • Recognises and describes special times or events for family or friends (N) Communication and Language - Listening, Attention and Understanding • Listens to other people's talk with interest, but can easily be distracted by other things (Pre3) • Enjoys listening to longer stories and can remember much of what happens (N) • Is able to answer simple 'why' questions? (N) Literacy – Comprehension • Repeats words and phrases from familiar stories (Pre3) • Engages in extended conversations about stories, learning new vocabulary (N)
Year R – Development matters	Understanding the world - Past and Present: • Comments on images of familiar situations in the past • Is able to compare and contrast characters from stories, including figures from the past • Talks about past and present events in their own life and in the lives of family members. Communication and Language - Listening, Attention and Understanding • Understands how to listen carefully and why listening is important • Engages in non-fiction books • Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Communication and Language – Speaking • Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen Literacy – Comprehension • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.

© 2021 Juniper Education Ltd.

Year R	ELG Understanding the world - Past and Present: • Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class ELG Listening, Attention and Understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding ELG Speaking • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate ELG Comprehension • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Year 1	• Describe and discuss historical events beyond living memory • Describe significant people from the past • Use timeline to develop chronological language eg *past, present, older, newer* • Develop understanding of changes within living memory eg toys, homes, transport • Develop understanding of local history eg *people, places, events* • Ask some questions about the past • Use historical vocabulary eg *past, present, long ago* • Use artefacts, pictures, stories and online sources to find out about the past • Be introduced to different representations of the past and discuss similarities and differences
Year 2	• Describe and understand the significance of historical events beyond living memory (nationally or globally) • Describe key people from the past who have contributed to national and international achievements and understand their significance • Place key dates/eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods • Know about changes within living memory and how they affected changes in national life eg *toys, homes, transport* • Know about local historical events, people and places • Ask wide range of questions about the past using parts of stories and sources • Use a wider range of historical vocabulary eg *recently, decade, century, source, pioneer* • Use range of artefacts, pictures, stories, online sources and databases to answer historical questions • Understand different representations of the past by drawing comparisons

Year 3	• Compare different eras considering similarities and differences • Order key dates on a timeline to demonstrate chronology of British history • Examine in depth an aspect of local history from a period beyond 1066 • Understand what types of question are historically valid and identify how to find the answer • Develop a range of historical vocabulary eg *artefact, chronology, invade, settle* • Begin to understand how knowledge of the past is constructed from a range of sources • Develop understanding of how and why the past is represented in different ways • Select from a range of sources to answer a historical question
Year 4	• Understand how Britain has influenced and been influenced by the wider world • Extend chronological understanding by exploring a theme over time eg leisure and entertainment • Order key dates on a timeline to demonstrate chronology of British and world history • Regularly generate and answer a range of historically- valid questions about similarities and differences • Develop and apply a range of historical vocabulary eg civilisation, chronology, ancient, legacy • Understand how knowledge of the past is constructed from a range of sources • Understand how and why the past is represented in different ways and explain this • Select and organise relevant information from a wider range of sources to answer a historical question
Year 5	• Explore trends looking at continuity/change and similarity/difference/significance • Examine different aspects of history eg *social, political and religious* • Gain historical perspective by making connections between local, national and international history • Extend chronological understanding by exploring a theme over time eg *crime and punishment* • Address and devise a wide range of historically-valid questions about change and cause • Use and apply a range of historical vocabulary eg *civilisation, propaganda, economy, political* • Understand how knowledge of the past is constructed from a range of sources • Understand how evidence is used rigorously to make historical claims • Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments • Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Year 6	• Establish clear narratives within and across period by using secure chronological understanding • Analyse trends looking at continuity/change and similarity/difference/significance and use them to make connections and draw contrasts • Examine different aspects of social history eg social, cultural, political and religious, in different contexts • Gain historical perspective by making connections between local, national and international history • Address and devise a wide range of historically-valid questions about change, cause, impact and significance • Develop and apply a range of historical vocabulary eg *influential, narratives, perspective* • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Develop perspective and judgement by weighing evidence and sifting arguments • Explain why contrasting arguments and interpretations of the past exist

© 2021 Juniper Education Ltd.

Juniper