

The school's Christian vision
 Our five core Christian values
Trust, Honesty, Compassion, Respect and Kindness
 are centred on




'Do to others as you would like them to do to you.' (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.

St Michael's CE VA Primary School, Lyme Regis

Statutory framework for early years and foundation stage

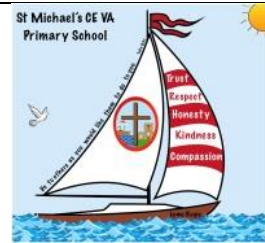
<p>Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. 	<p>Understanding the World</p> <p>ELG: Past and Present</p> <ul style="list-style-type: none"> 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; Understand the past through settings, characters and events encountered in books read in class and storytelling. 
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Development Matters

Birth to three – babies, toddlers and young children will be learning to:	3 and 4-year-olds will be learning to:	Children in reception will be learning to:
<ul style="list-style-type: none"> Listen and respond to a simple instruction. Use gestures like waving and pointing to communicate. Recognise and point to objects if asked about them. Listen to other people's talk with interest but can easily be distracted by other things. Start to say how they are feeling, using words as well as actions. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Repeat actions that have an effect. Notice differences between people 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

Progression in History

					Focus in...		
					Autumn term	Spring term	Summer term
	Chronological Awareness	Historical enquiry	Knowledge and understanding	Organisation and communication	Historical Interpretation		
EYFS Reception	<ul style="list-style-type: none"> Use simple words to talk about the passing of time. 		<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members. 			
	<ul style="list-style-type: none"> Sequence pictures to show time order. 	<ul style="list-style-type: none"> Identify and talk about simple similarities and differences. 					
					<ul style="list-style-type: none"> Listen to and recall simple Historical stories. 		



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St Michael's CE VA Primary School, Lyme Regis

National Curriculum Requirements –Key Stage 1 Pupils should be taught:

- To develop an awareness of the past, using common words and phrases relating to the passing of time.
- To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- To use a wide vocabulary of everyday historical terms.
- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- To understand some of the ways in which we find out about the past and identify different ways in which it is represented.



Key Stage 1 Pupils should be taught about:

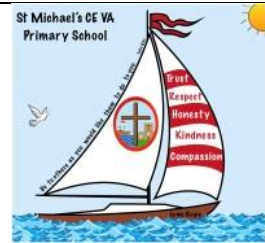
- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

Progression in History

Focus in...

Autumn term	Spring term	Summer term
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		Chronological Awareness	Historical enquiry	Knowledge and understanding	Organisation and communication	Historical Interpretation
Key Stage 1	Year 1	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the difference between things that happened in the past and the present <input type="checkbox"/> Sequence some events or 2 related objects in order of time <input type="checkbox"/> Use words and phrases relating to the passing of time: old, new, now, then, yesterday, before I was born <input type="checkbox"/> Remember part of stories and memories about the past 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to identify and recount some details from the past from pictures and stories and ask/answer questions .i.e. "Which things are old and which are new?" or "What were people doing?" <input type="checkbox"/> Look at objects from the past and ask/answer questions .i.e. "What were they used for?" and try to answer <input type="checkbox"/> Discover about the past through role play/ drama 	<ul style="list-style-type: none"> <input type="checkbox"/> Tell the difference between past and present in their own lives and other people lives. <input type="checkbox"/> Listen to eye-witness accounts from grandparents/ people/ people within the community. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sort events or objects into groups <input type="checkbox"/> Show knowledge and understanding about the past in different ways: -Drawing pictures -Drama/Role Play -Making models -Writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare adults talking about their past – How reliable are their memories? <input type="checkbox"/> Compare pictures or photographs of people or events in the past.
		<ul style="list-style-type: none"> <input type="checkbox"/> Describe things that happened to themselves and other people in the past <input type="checkbox"/> Match objects to people of different ages. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify different ways in which the past is represented. <input type="checkbox"/> Find answers to simple questions about the past from sources of information e.g. artefacts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to suggest what might be different. <input type="checkbox"/> Say when people may have acted the way they did. 		<ul style="list-style-type: none"> <input type="checkbox"/> Look at books, videos and artefacts to find out about the past.
		<ul style="list-style-type: none"> <input type="checkbox"/> Place events on a simple timeline. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer simple Historical questions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Know and recount episodes from stories about the past, knowing and understanding key events. 		<ul style="list-style-type: none"> <input type="checkbox"/> Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.



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- To use a wide vocabulary of everyday historical terms.
- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- To understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 1 Pupils should be taught about:

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						Autumn term	Spring term	Summer term
Key Stage 1	Year 2	<ul style="list-style-type: none"> <input type="checkbox"/> Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me <input type="checkbox"/> Sequence photographs etc... from different periods of my life. <input type="checkbox"/> Use words and phrases relating to the passing of time: a long time ago, recently, when my parents were children, years ago. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a wide range of sources- artefacts, pictures, stories, online sources and databases to find out about the past observe or handle sources to answer questions about the past. <input type="checkbox"/> Find answers to simple questions about the past from sources of information .i.e. "What was life like for people?" or "What happened?" 	<ul style="list-style-type: none"> <input type="checkbox"/> Show an understanding of some ways in which we find out about the past. <input type="checkbox"/> Use information to describe the past. <input type="checkbox"/> Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe objects, people or events in history. <input type="checkbox"/> Communicate ideas about people, objects or events from the past in different ways: <ul style="list-style-type: none"> -Speaking -Writing -Drawing -Drama/ Role Play -Storytelling 	<ul style="list-style-type: none"> <input type="checkbox"/> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. <input type="checkbox"/> Use stories to distinguish between fact and fiction and to help remember key Historical facts. <input type="checkbox"/> Begin to discuss the reliability of photos/ accounts/ stories 		
		<ul style="list-style-type: none"> <input type="checkbox"/> Sequence events in my life and place them on a timeline. <input type="checkbox"/> Use dates when appropriate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify different ways in which the past is represented 	<ul style="list-style-type: none"> <input type="checkbox"/> Look at evidence to give and explain reasons why people in the past may have acted the way they did. <input type="checkbox"/> Recognise why events happened and what happened as a result. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare two versions of past events. <input type="checkbox"/> Identify similarities and differences between ways of life in different periods. 			
		<ul style="list-style-type: none"> <input type="checkbox"/> Place events on a simple timeline, adding times previously studied. <input type="checkbox"/> Use a timeline to place important events. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer appropriate Historical questions, using their growing Historical knowledge. 	<ul style="list-style-type: none"> <input type="checkbox"/> Know and recount episodes from stories about the past, knowing and understanding key events. <input type="checkbox"/> Talk about similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> <input type="checkbox"/> Show an understanding of concepts such as: monarchy, parliament, democracy, war 			



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National Curriculum Requirements –Key Stage 2 Pupils should be taught:

- To continue to develop a chronologically secure knowledge and understanding of British, local and world history
- To establish clear narratives within and across the periods they study.
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To understand how our knowledge of the past is constructed from a range of sources.

Key Stage 2 Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

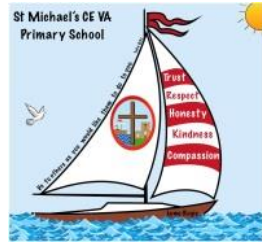


Progression in History

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Autumn term	Spring term	Summer term
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		Chronological Awareness	Historical enquiry	Knowledge and understanding	Organisation and communication	Historical Interpretation
Lower Key Stage 2	Year 3	<ul style="list-style-type: none"> □ Place the time being studied, artefacts and historical figures on a timeline using dates. □ Describe moments of key events in his/her life using historical vocabulary. 	<ul style="list-style-type: none"> □ Begin to ask questions about the past in order to develop a clearer picture. □ Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. 	<ul style="list-style-type: none"> □ Find out about clothes and ways of life of people in the time studied. □ Use evidence to describe buildings and their uses of people from the past. □ Understand why people may have wanted to do something. 	<ul style="list-style-type: none"> □ Communicate and present knowledge through: <ul style="list-style-type: none"> -Discussion -Drawing -Drama/ Role Play -Writing -Using Computing -Maths (Data handling) 	<ul style="list-style-type: none"> □ Look at representations of the period- in museum, cartoons, art work, poems etc... □ Use more than one source of evidence to gain a more accurate understanding.
		<ul style="list-style-type: none"> □ Use dates and terms related to the study unit and passing of time: decades, centuries, era, chronology. □ Begin to date events. □ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<ul style="list-style-type: none"> □ Ask questions and use a range of sources to find out about a period. 	<ul style="list-style-type: none"> □ Use evidence to describe the culture and leisure activities from the past. 	<ul style="list-style-type: none"> □ Suggest different ways of presenting information for different purposes. 	<ul style="list-style-type: none"> □ Explore the idea that there are different accounts of history.
		<ul style="list-style-type: none"> □ Compare life then with our life today. □ Identify reasons for and results of people's actions. □ Compare and look for links and effects in time studied. 	<ul style="list-style-type: none"> □ Identify and give reasons for different ways in which the past is represented. 	<ul style="list-style-type: none"> □ Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information. 	<ul style="list-style-type: none"> □ Identify and give reasons for different ways in which the past is represented. 	



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Key Stage 2 Pupils should be taught about:

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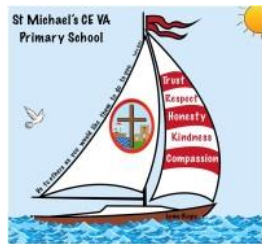


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		Chronological Awareness	Historical enquiry	Knowledge and understanding	Organisation and communication	Historical Interpretation
Lower Key Stage 2	Year 4	<ul style="list-style-type: none"> □ Place the time studied on a timeline □ Sequence several events or artefacts. □ Use historic terms related to the period of study. □ Use words and phrases relating to the passing of time: ancient civilisations, periods and topic related vocabulary which denotes the period: settlement, invaders, monarch. □ Describe the main changes in a period in history. 	<ul style="list-style-type: none"> □ Suggest suitable sources of evidence and use it to build up a picture of a past event. □ Ask a variety of questions to build a clear picture about the past. □ Use and observe small details in documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. 	<ul style="list-style-type: none"> □ Identify key features and events of time studied. □ Use evidence to show how lives or rich and poor people from the past differed. 	<ul style="list-style-type: none"> □ Communicate ideas about the past using: <ul style="list-style-type: none"> -Discussion -Drawing -Drama/ Role Play -Different Genres of writing -Maths (Data-handling) -Using Computing 	<ul style="list-style-type: none"> □ Look at and evaluate the evidence available. □ Know that people in the past represent events or ideas in a way that persuades others.
		<ul style="list-style-type: none"> □ Compare where this fits in to topics previously studied. □ Begin to note contrasts and trends over time. □ Name and place dates of significant events of the period on a timeline. 	<ul style="list-style-type: none"> □ Choose relevant materials to present a picture of one aspect of life in the past. □ Answer and begin to devise own Historically valid questions. 	<ul style="list-style-type: none"> □ Use evidence to reconnect life in time studied. 	<ul style="list-style-type: none"> □ Communicate and present his/her learning in an organised and structured way using appropriate terminology. 	<ul style="list-style-type: none"> □ Distinguish between different sources- compare different versions of the same story. □ Suggest causes and consequences of some main events in history.
		<ul style="list-style-type: none"> □ Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. 	<ul style="list-style-type: none"> □ Select and record relevant information relevant to the event/ person being studied. 	<ul style="list-style-type: none"> □ Offer a reasonable explanation for some events. □ Give a broad overview of life in Britain through various periods. □ Describe changes that have happened in the school or locality over time. □ Look for links and effects in the time studied. 	<ul style="list-style-type: none"> □ Construct own responses beginning to select and organise relevant Historical information. 	<ul style="list-style-type: none"> □ Begin to evaluate the usefulness of different sources and begin to explain why they might be different. □ Note connections in Historical periods studied.



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- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
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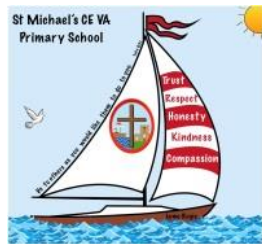


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Upper Key Stage 2	Year 5	<ul style="list-style-type: none"> □ Use dates to sequence historical periods and events on a timeline. □ Identify changes within and across historical periods. □ Use words and phrases relating to specific periods: industrial revolution, reformation, renaissance. □ Use dates and terms accurately in describing events. □ Make comparisons between different times in the past. 	<ul style="list-style-type: none"> □ Use a range of evidence to build up a picture of an aspect of a past event. □ Use the library and internet for research with increasing confidence. 	<ul style="list-style-type: none"> □ Compare an aspect of life with the same aspect in another period. □ Study different aspects of different people – differences between men and women. □ Know key dates, characters and events of time studied. 	<ul style="list-style-type: none"> □ Recall, select and organise historical information. □ Communicate my knowledge and understanding using: -Discussion -Drawing pictures -Drama / Role Play -Making Models -Writing -Using Computing -Maths (Data handling) 	<ul style="list-style-type: none"> □ Compare accounts of events from different sources- fact or fiction. □ Use text books and own growing Historical knowledge to gain a better perspective 	
		<ul style="list-style-type: none"> □ Gain greater Historical perspective by placing their growing knowledge into different contexts. 	<ul style="list-style-type: none"> □ Understand how knowledge from the past is constructed from a range of sources. □ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. □ Begin to identify primary and secondary sources. □ Select relevant sections of information 	<ul style="list-style-type: none"> □ Describe how some of the things I have studied from the past affect/influence life today. 		<ul style="list-style-type: none"> □ Give a broad overview of life in Britain in periods studied and some major events from the rest of the world. □ Give reasons why changes may have occurred, backed up by evidence. 	<ul style="list-style-type: none"> □ Begin to offer some reasons for different versions of events.
			<ul style="list-style-type: none"> □ Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> □ Give a broad overview of life in Britain in periods studied and some major events from the rest of the world. □ Give reasons why changes may have occurred, backed up by evidence. □ Make links between some of the features of past societies (e.g. religion, houses, society, and technology). 	<ul style="list-style-type: none"> □ Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> □ Link sources and work out how conclusions were arrived at. □ Aware that different evidence will lead to different conclusions. 	



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- To establish clear narratives within and across the periods they study.
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To understand how our knowledge of the past is constructed from a range of sources.

Key Stage 2 Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



Progression in History

Focus in...

Autumn term	Spring term	Summer term
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		Chronological Awareness	Historical enquiry	Knowledge and understanding	Organisation and communication	Historical Interpretation
Upper Key Stage 2	Year 6	<ul style="list-style-type: none"> □ Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. □ Use relevant dates and terms - Empire, civilisation, parliament and peasantry, social, religious, political, technological, cultural, continuity and change, Cause and consequence, similarity, difference and significance □ Understand the concepts of continuity and change over time, representing them along with evidence on a timeline. 	<ul style="list-style-type: none"> □ Identify primary and secondary sources and give reasons for my choice of source. □ Make deductions about the past using sources of evidence. 	<ul style="list-style-type: none"> □ Examine causes and results of great events and the impact on people and explain them using evidence. □ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings including the experiences of men, women and children. □ Compare beliefs and behaviour with another time studied. □ Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. 	<ul style="list-style-type: none"> □ Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. □ Select and organise information to produce structured work, making appropriate use of dates and terms. □ Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY 	<ul style="list-style-type: none"> □ Consider ways of checking the accuracy of interpretations- fact or fiction and opinion. □ Confidently use the library and internet for research.
		<ul style="list-style-type: none"> □ Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. 	<ul style="list-style-type: none"> □ Refine lines of enquiry as appropriate. □ Use a range of sources to find out about an aspect of time past. □ Bring knowledge gathered from several sources together in a fluent account. 	<ul style="list-style-type: none"> □ Describe the social, ethnic, cultural or religious diversity of the past. 	<ul style="list-style-type: none"> □ Use original ways to present information and ideas. 	<ul style="list-style-type: none"> □ Offer some reasons for different versions of events and be aware that no single source gives the full answer to questions about the past.
			<ul style="list-style-type: none"> □ Suggest omissions and the means of finding out. □ Answer and devise own Historically valid questions about change, cause, similarity and difference and significance. 			