



History Curriculum

(Two Year Rolling Programme)

<p>Chronological understanding know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>	<p><u>YEAR A</u></p> <p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months, recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p>	<p><u>YEAR A</u></p> <p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p><u>YEAR A</u></p> <p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Identifies changes within and across historical periods.</p>
	<p><u>YEAR B</u></p> <p>Remembers parts of stories and memories about the past</p> <p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases: old, new, young, days, months, recently, before, after, now, later.</p>	<p><u>YEAR B</u></p> <p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from past on a timeline.</p>	<p><u>YEAR B</u></p> <p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p>

AIMS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Knowledge and understanding of past events, people and changes in the past</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and</p>	<p><u>YEAR A</u></p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant in history.</p>	<p><u>YEAR A</u></p> <p>Uses evidence to describe past:</p> <p><i>Houses and settlements</i></p> <p><i>Culture and leisure activities</i></p> <p><i>Clothes, way of life and actions of people</i></p> <p><i>Buildings and their uses</i></p> <p><i>People’s beliefs and attitudes</i></p> <p><i>Things of importance to people</i></p> <p><i>Differences between lives of rich and poor</i></p> <p>Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects</p>	<p><u>YEAR A</u></p> <p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p> <p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p>

<p>dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>	<p><u>YEAR B</u></p> <p>Tell the difference between past and present in own and other people's lives Uses information to describe the past.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p><u>YEAR B</u></p> <p>Shows changes on a timeline</p> <p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>	<p><u>YEAR B</u></p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p>
<p>Aim</p>	<p>KEY STAGE 1</p>	<p>Lower Key Stage 2</p>	<p>Upper Key Stage 2</p>
<p>Historical interpretation understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how</p>	<p><u>YEAR A</u></p> <p>Begins to identify and recount some details from the past from sources (eg. pictures, stories) Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p>	<p><u>YEAR A</u></p> <p>Looks at 2 versions of same event and identifies differences in the accounts.</p> <p>Gives reasons why there may be different accounts of history.</p>	<p><u>YEAR A</u></p> <p>Looks at different versions of the same event and identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p>

<p>and why contrasting arguments and interpretations of the past have been constructed</p>	<p><u>YEAR B</u></p> <p>Understands why some people in the past did things.</p> <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p>	<p><u>YEAR B</u></p> <p>To compare the evidence of historians and archaeologists and explore similarities and differences.</p>	<p><u>YEAR B</u></p> <p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history</p>
<p>Aim</p>	<p>Key Stage 1</p>	<p>Lower Key Stage 2</p>	<p>Upper Key Stage 2</p>
<p>Historical enquiry understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and</p>	<p><u>YEAR A</u></p> <p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories) Looks carefully at pictures or objects to find information about the past.</p>	<p><u>YEAR A</u></p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as ‘how did people? What did people do for?’</p>	<p><u>YEAR A</u></p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>

<p>interpretations of the past have been constructed</p>	<p><u>YEAR B</u> Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',</p> <p>Estimates the ages of people by studying and describing their features.</p>	<p><u>YEAR B</u></p> <p>Suggests sources of evidence to use to help answer questions. Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'what was it like for a during?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p><u>YEAR B</u></p> <p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>
<p>Aim</p>	<p>Key Stage 1</p>	<p>Lower Key Stage 2</p>	<p>Upper Key Stage 2</p>
<p>Organisation and communication understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p><u>YEAR A</u> Writes simple stories and recounts about the past.</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p> <p><u>YEAR B</u> Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). Describes objects, people and events.</p> <p>Writes own date of birth.</p>	<p><u>YEAR A</u></p> <p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy.</p> <p><u>YEAR B</u></p> <p>Discusses different ways of presenting information for different purposes. Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader.</p>	<p><u>YEAR A</u></p> <p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information to an audience Presents information in an organised and clearly structured way.</p> <p><u>YEAR B</u></p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>

