

History

National Curriculum

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

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.

Key stage 2

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

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England ▪ further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

- 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.

Our School Aims

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Opportunities

Key Stage 1	Key Stage 2
<p>Look at:</p> <ul style="list-style-type: none"> • The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • 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. • A local history study. • A study of a theme in British history. • Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. • Ancient Greece. • A non- European society that contrasts with British history <p>chosen from:</p> <ul style="list-style-type: none"> • Early Islamic Civilization • Mayan Civilization • Benin. <p>History of interest to pupils*</p> <p>* Items marked * are not statutory.</p>

History

Key Stage 1

Year	Achievement	Knowledge and Independent Application			
		To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
1	Emerging	Listen to historical stories and respond to what they hear with relevant comments or questions. Recall a key fact about a specific artefact.	Shows an interest in different ways of life. Compare past and present events, artifacts or people by looking closely at similarities and differences.	Describe personal changes (from baby to school pupil) over a period of time focusing on 'now' and 'then' vocabulary.	Remembers and talks about significant events in their own lives and the lives of family members using a range of prompts (such as photographs or objects).
	Expected	• Begin to answer simple questions about historical stories and artefacts.	• Show awareness of historical events. • Recognise significant people from the past.	• Begin to indicate if personal events and objects belong in the past or present.	• Talk about past and present events in their own life and of family members. • Use everyday language related to time.
	Exceeding	• Answer simple questions about historical stories and artefacts.	• Recognise some historical events e.g. The Gunpowder Plot • Name some significant people from the past e.g. Guy Fawkes	• Indicate if personal events and objects belong in the past or present. • Begin to use some common words, signs or symbols to indicate the passage of time.	• Recount episodes from own past and some details from other historical events with prompts.
2	Emerging	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use given artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	• Recognise some historical events • Name and state some facts about some significant people from the past	• With support place events and artifacts in order on a time line. • With support label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives.	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years to describe the passing of time. • Show an understanding of the concept of nation
	Expected	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use given artefacts, pictures,	• Describe historical events • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives.	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's

		stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.			history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
	Exceeding	• Use evidence independently, to ask questions and find answers to questions about the past. • Begin to select own artefacts, pictures, stories, online sources and databases to find out about the past.	• Describe some features of life in the past, including experiences of men, women and children.	• Place events, artefacts and historical figures in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate.	• Begin to use appropriate historical vocabulary to communicate, including: • dates • time period

Lower Key Stage 2

Year	Achievement	Knowledge and Independent Application			
		To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
3	Emerging	• Use evidence independently, to ask questions and find answers to questions about the past. • Begin to select own artefacts, pictures, stories, online sources and databases to find out about the past.	• Describe some features of the locality of the school throughout history. • Describe some features of life in Britain from ancient until medieval times - Stone Age to the Iron Age • With support compare some of the times studied with those of other areas of interest around the world - Ancient Greece • With support describe the social, ethnic, cultural or religious diversity of past society - The Victorians • With support describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - The Victorians	• Place events, artefacts and historical figures in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate.	With support: • Begin to use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to communicate information about the past.
	Expected	• Begin to ask questions about the past and find out answers	• Describe changes that have happened in the locality of the school throughout	• Begin to place events, artefacts and historical figures	• Begin to use appropriate historical vocabulary to communicate,

		<p>to questions using a range of media.</p> <ul style="list-style-type: none"> • Begin to decide whether sources of evidence for historical enquiries are appropriate. • Use a source of evidence in order to gain a more accurate understanding of history. • Look at different accounts of a historical event. • Begin to suggest reasons why some of the main events in history have occurred. 	<p>history.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times - Stone Age to the Iron Age • Compare some of the times studied with those of other areas of interest around the world - Ancient Greece • Describe the social, ethnic, cultural or religious diversity of past society - The Victorians • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - The Victorians 	<p>on a time line using dates.</p> <ul style="list-style-type: none"> • Begin to understand the concept of change over time, representing this on a time line. • Begin to use dates and terms to describe events. 	<p>including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to communicate information about the past.
	Exceeding	<ul style="list-style-type: none"> • Ask questions about the past and find out answers to questions using a range of media. • Decide whether sources of evidence for historical enquiries are appropriate. • Use a range of evidence in order to gain a more accurate understanding of history. • Describe different accounts of a historical event from two different view points. • Suggest reasons why some of the main events in history have occurred. 	<ul style="list-style-type: none"> • Describe and explain changes that have happened in the locality of the school throughout history. • Describe in detail life in Britain from ancient until medieval times - Stone Age to the Iron Age • Make more detailed comparisons of some of the times studied with those of other areas of interest around the world - Ancient Greece • Have a deeper understanding of the social, ethnic, cultural or religious diversity of past society - The Victorians • Have a secure understanding of the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - The Victorians 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Show understanding of the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Use some appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills in order to communicate information about the past.
4	Emerging	<ul style="list-style-type: none"> • Ask questions about the past and find out answers to questions using a range of media. • Decide whether sources of evidence for historical enquiries are appropriate. • Use a range of evidence in order to gain a more accurate understanding of history. • Describe different accounts of a historical event from two different view points. • Suggest reasons why some of the main events in history have 	<p>With support:</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history - The Roman Empire and its impact on Britain • Give a broad overview of life in Britain from ancient until medieval times - The Roman Empire and its impact on Britain • Compare some of the times studied with those of other areas of interest around the world - The Indus Valley • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Show understanding of the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<p>With support:</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

		occurred.	the past, including ideas, beliefs, attitudes and experiences of men, women and children - The Tudors		
Expected	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history - The Roman Empire and its impact on Britain • Give a broad overview of life in Britain from ancient until medieval times - The Roman Empire and its impact on Britain • Compare some of the times studied with those of other areas of interest around the world - The Indus Valley • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - The Tudors 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	
Exceeding	<ul style="list-style-type: none"> • Identify different sources of evidence and begin to deduce information about the past. • Select suitable sources of evidence and begin to explain its reliability. • Use sources of information to support or contrast ideas about the past. • Show an awareness that biases are present in different sources of evidence. • Be able to collect information to support a point of view about an historical event. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school - The Roman Empire and its impact on Britain • Describe in detail life in Britain from medieval - The Roman Empire and its impact on Britain • Make more detailed comparisons of some of the times studied with those of the other areas of interest around the world. - The Indus Valley • Have a detailed understanding of the social, ethnic, cultural or religious diversity of past society. • Have a secure understanding of the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - The Tudors 	<ul style="list-style-type: none"> • Begin to identify the main changes in a period of history starting to use key historical vocabulary. • Begin to identify periods of significant change in history. • Begin to understand the concepts of continuity and change over time, representing them, on a time line. • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> • Begin to use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • chronology • change • century • decade • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. • Explore different ways of presenting information and ideas. 	

Upper Key Stage 2

Year	Achievement	Knowledge and Independent Application			
		To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
5	Emerging	<ul style="list-style-type: none"> Identify different sources of evidence and begin to deduce information about the past. Select suitable sources of evidence and begin to explain its reliability. Use sources of information to support or contrast ideas about the past. Show an awareness that biases are present in different sources of evidence. Be able to collect information to support a point of view about an historical event. 	<p>With support:</p> <ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school - a local history study Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times - Anglo-Saxons Compare some of the times studied with those of the other areas of interest around the world - Ancient Egypt Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Begin to identify the main changes in a period of history starting to use key historical vocabulary. Begin to identify periods of significant change in history. Begin to understand the concepts of continuity and change over time, representing them, on a time line. Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> Begin to use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period chronology change century decade Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Explore different ways of presenting information and ideas.
	Expected	<ul style="list-style-type: none"> Identify different sources of evidence to deduce information about the past. Select suitable sources of evidence and explain its reliability. Use a wide range of sources of information to support or contrast ideas about the past. Show awareness that biases are present in different sources of evidence. Be able to have a class debate, about two points of view of a historical event. 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school - a local history study Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times - Anglo-Saxons Compare some of the times studied with those of the other areas of interest around the world - Ancient Egypt Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Identify the main changes in a period of history starting to use key historical vocabulary. Identify periods of significant change in history. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period chronology change century decade Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Explore a variety of ways to present information and ideas.
	Exceeding	<ul style="list-style-type: none"> Use a source of evidence to deduce information about the past. Select a suitable source of evidence, giving reasons for their choice. Analyse a range of evidence in order to justify claims about the past. 	<ul style="list-style-type: none"> Identify and explain continuity and change in the history of the locality of the school - a local history study Describe in detail life in Britain from medieval until the Tudor and Stuarts times - Anglo-Saxons Make detailed comparisons of some of the times studied with those of 	<ul style="list-style-type: none"> Recognise the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Begin to identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of 	<ul style="list-style-type: none"> Begin to use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era chronology continuity

		<ul style="list-style-type: none"> • Begin to show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Begin to understand that no single source of evidence gives the full answer to questions about the past. • Begin to refine lines of enquiry as appropriate. 	<p>the other areas of interest around the world - Ancient Egypt</p> <ul style="list-style-type: none"> • Have a deeper understanding of the social, ethnic, cultural or religious diversity of past society. • Have a secure understanding of the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>continuity and change over time, representing them, along with evidence, on a time line.</p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> • change • century • decade • legacy. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past. • Begin to use original ways to present information and ideas.
6	Emerging	<ul style="list-style-type: none"> • Use a source of evidence to deduce information about the past. • Select a suitable source of evidence, giving reasons for their choice. • Analyse a range of evidence in order to justify claims about the past. • Begin to show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Begin to understand that no single source of evidence gives the full answer to questions about the past. • Begin to refine lines of enquiry as appropriate. 	<p>With support:</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times - The Vikings • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society - a non-European Society e.g. Mayan civilisation • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - The Second World War 	<p>With support:</p> <ul style="list-style-type: none"> • Recognise the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Begin to identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> • Begin to use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past. • Begin to use original ways to present information and ideas.
	Expected	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times - The Vikings • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society - a non-European Society e.g. Mayan civilisation • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - The 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

		appropriate.	Second World War		• Use original ways to present information and ideas.
	Exceeding	<ul style="list-style-type: none"> • Can choose and use sources of evidence to deduce information about the past, giving detailed reasons for choices. • Use sources of information to test hypotheses about the past. • Justify claims about the past, referring to evidence collected. • Show a secure awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Have an in-depth understanding that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry. 	<ul style="list-style-type: none"> • Identify and explain continuity and change in the history of the locality of the school. • Describe in detail of life in Britain from medieval until the Tudor and Stuarts times - The Vikings • Make detailed comparisons of the times studied with those of the other areas of interest around the world. • Have a deeper understanding of the social, ethnic, cultural or religious diversity of past society - a non-European Society e.g. Mayan civilisation • Have a secure understanding of the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - The Second World War 	<ul style="list-style-type: none"> • Have a secure understanding of the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and compare and contrast them with times of relatively little change. • Have an in-depth understanding of the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately without prompting in describing events. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to accurately communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Choose the appropriate literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas independently.

Phase Outcomes

	End of Year 2	End of Year 4	End of Year 6
To investigate and interpret the past	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
To build an overview of world history	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
To communicate historically	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

P-Scales

<p>P4</p> <ul style="list-style-type: none"> • Recognise self and other people in pictures of the recent past. • Link the passage of time with a variety of indicators. • Use single words, signs or symbols to confirm the function of everyday items from the past. 	<p>P5</p> <ul style="list-style-type: none"> • Show appreciation of taking part in past events. • Listen and respond to familiar stories about the past. • Begin to communicate about activities and events in the past. • With prompts or support, answer simple questions about historical artefacts and buildings. 	<p>P6</p> <ul style="list-style-type: none"> • Recognise and make comments about familiar people in pictures of the more distant past. • Communicate some obvious distinctions between past and present experiences. 	<p>P7</p> <ul style="list-style-type: none"> • Begin to communicate some distinctions between the past and present in other people's lives as well as their own. • Listen to stories about people and events in the past. • Sort objects to given criteria. 	<p>P8</p> <ul style="list-style-type: none"> • Indicate if personal events and objects belong in the past or present. • Begin to use some common words, signs or symbols to indicate the passage of time. • Recount episodes from own past and some details from other historical events with prompts. • Answer simple questions about historical stories and artefacts. 	<p>Early Years</p> <ul style="list-style-type: none"> • Talk about past and present events in their own life and of family members. • Use everyday language related to time.
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Challenge – KS3

<p>History opportunities</p> <ul style="list-style-type: none"> • The development of Church, state and society in Medieval Britain 1066-1509. • The development of Church, state and society in Britain 1509-1745. • Ideas, political powers, industry and empire: Britain, 1745-1901. • Challenges for Britain, Europe and the wider world 1901 to the present day. • A local history study. • The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066. • At least one study of a significant society or issue in world history and its interconnections with other world developments. 	<p>Using evidence to find out about the past</p> <ul style="list-style-type: none"> • Sift evidence and select appropriate sources. • Understand the need to use a range of information from a wide variety of sources. • Evaluate the reliability of sources. • Create and test hypotheses, using evidence to make claims. 	<p>Building an overview of world history</p> <ul style="list-style-type: none"> • Build upon a growing knowledge about the significant people and events that have shaped our nation and the world. • Look at history from different cultural perspectives. • Understand how some of the political, religious, social and economic circumstances that prevail today may be linked to past events throughout history. 	<p>Understanding chronology</p> <ul style="list-style-type: none"> • Understand the changes within and between time periods. • Understand how some changes take centuries whilst others are more rapid and give examples with evidence. 	<p>Communicating historically</p> <ul style="list-style-type: none"> • Become fluent in the use of historical vocabulary and techniques.
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