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| KS1 - History |
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| Y1 | Y2 |
| **Key knowledge –know about** | **Key knowledge –know about** |
| **Chronological Understanding*** Place known events and objects in chronological order.
* Sequence events and recount changes within living memory.
* Use common words and phrases relating to the passing of time
 | **Chronological Understanding*** Show an awareness of the past, using common words and phrases relating to the passing of time.
* Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods
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| **Historical Enquiry*** Find answers to some simple questions about the past from simple sources of information.
* Describe some simple similarities and differences between artefacts.
* Sort artefacts from 'then' and 'now'.
* Ask and answer relevant basic questions about the past .
 | **Historical Enquiry*** Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.
* Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
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| **Historical Interpretations*** Relate his/her own account of an event and understand that others may give a different version.
 | **Historical Interpretations*** Describe changes within living memory and aspects of change in national life.
* Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.
* Describe significant historical events, people and places in his/her own locality.
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| **Organisation and communication*** Talk, draw or write about aspects of the past.
 | **Organisation and communication*** Use a wide vocabulary of everyday historical terms.
* Speak about how he/she has found out about the past.
* Record what he/she has learned by drawing and writing.
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| **Understanding of events, people and changes*** Understand key features of events.
* Identify some similarities and differences between ways of life in different periods.
 | **Understanding of events, people and changes*** Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. 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.
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| KS2 -History |
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| Y3 | Y4 |
| **Key knowledge –know about** | **Key knowledge –know about** |
| **Chronological Understanding*** Use an increasing range of common words and phrases relating to the passing of time.
* Describe memories of key events in his/her life using historical vocabulary.
 | **Chronological Understanding*** Place some historical periods in a chronological framework.
* Use historic terms related to the period of study
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| **Historical Enquiry** | **Historical Enquiry*** Use sources of information in ways that go beyond simple observations to answer questions about the past.
* Use a variety of resources to find out about aspects of life in the past.
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| **Historical Interpretations** | **Historical Interpretations*** Understand that sources can contradict each other.
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| **Organisation and communication** | **Organisation and communication*** Communicate his/her learning in an organised and structured way, using appropriate terminology.
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| **Understanding of events, people and changes** | **Understanding of events, people and changes** |

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| KS2 - History |
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| Y5 | Y6 |
| **Key knowledge –know about** | **Key knowledge –know about** |
| **Chronological Understanding*** Use dates to order and place events on a timeline.
 | **Chronological Understanding** |
| **Historical Enquiry*** Compare sources of information available for the study of different times in the past.
 | **Historical Enquiry*** Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
* Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* Understand how our knowledge of the past is constructed from a range of sources.
* Make confident use of a variety of sources for independent research.
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| **Historical Interpretations*** Make comparisons between aspects of periods of history and the present day.
* Understand that the type of information available depends on the period of time studied.
* Evaluate the usefulness of a variety of sources.
 | **Historical Interpretations** |
| **Organisation and communication*** Present findings and communicate knowledge and understanding in different ways.
* Provide an account of a historical event based on more than one source.
 | **Organisation and communication** |
| **Understanding of events, people and changes*** Give some reasons for some important historical events.
 | **Understanding of events, people and changes*** Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.
* Note connections, contrasts and trends over time and show developing appropriate use of historical terms.
* Describe changes in Britain from the Stone Age to the Iron Age.
* Describe the Roman Empire and its impact on Britain.
* Describe Britain's settlement by Anglo-Saxons and Scots.
* Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
* Describe a local history study.
* Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.
* Describe 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.
* Describe a study of Ancient Greek life and achievements and their influence on the western world.
* Describe 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.
* Use evidence to support arguments.
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