|  |  |
| --- | --- |
| KS1 - History | |
|  | |
|  | |
|  | |
|  | |
| 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 |
| **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. |
| **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. |
| **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. |
| **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. |

|  |  |
| --- | --- |
| KS2 -History | |
|  | |
|  | |
|  | |
|  | |
| 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 |
| **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. |
| **Historical Interpretations** | **Historical Interpretations**   * Understand that sources can contradict each other. |
| **Organisation and communication** | **Organisation and communication**   * Communicate his/her learning in an organised and structured way, using appropriate terminology. |
| **Understanding of events, people and changes** | **Understanding of events, people and changes** |

|  |  |
| --- | --- |
| KS2 - History | |
|  | |
|  | |
|  | |
|  | |
| 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. |
| **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. |