

History

Purpose of study

- develop a coherent knowledge and understanding of Britain's past and that of the wider world
- equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, their own identity and the challenges of their time

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand history as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content Key stage 1

- develop an awareness of the past, using common words and phrases relating to the passing of time
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- 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
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London 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
- significant historical events, people and places in their own locality.

Subject content Key stage 2

- 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
- note connections, contrasts and trends over time
- develop the appropriate use of historical terms
- 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.

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.

LONG TERM CURRICULUM OVERVIEW

		Autumn 1	Spring	Summer 1
		Harking back	Big History	Historical theme
KS1	Cycle 1	Remember, remember	Explorers: discovering new worlds	Who lived in a house like this?
	Cycle 2	London's Burning	Childhood long ago – toys, school rooms and seaside	Barnsley/Leeds – life is sweet!
LKS2	Cycle 1	Stone Age to Iron Age	Anglo Saxons, Scots and Vikings	Medicine through time
	Cycle 2	Egyptian: Civilisation, gods, goddesses and pyramids	British Monarchy from 1066: The Tudors, Stuarts & Victorians	Mining
UKS2	Cycle 1	Greeks and their impact on Britain	What did the Romans ever do for us?	The Space Race
	Cycle 2	Mayans: Civilisation, culture & empire	Conflict and War	Crime and Punishment

KS1 Cycle 1

Autumn 1	Spring	Summer 1
REMEMBER, REMEMBER	EXPLORERS: DISCOVERING NEW WORLDS	WHO LIVED IN A HOUSE LIKE THIS?
Understand events beyond living memory that are significant nationally or globally	Learn about the lives of significant individuals in the past who have contributed to national and international achievements	Compare aspects of life in different periods
<p>Attainment targets:</p> <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events 	<p>Attainment targets:</p> <ul style="list-style-type: none"> know where the people and events they study fit within a chronological framework understand some of the ways in which we find out about the past and identify different ways in which it is represented 	<p>Attainment targets:</p> <ul style="list-style-type: none"> identify similarities and differences between ways of life in different periods use a wide vocabulary of everyday historical terms
<p>Chronological understanding</p> <p>1b Can they tell us about an important historical event that happened in the past?</p> <p>2c Can they sequence events about the life of a famous person?</p> <p>2b Can they explain why someone in the past acted in the way they did?</p> <p>2f Can they explain what is meant by a parliament?</p>	<p>Chronological understanding</p> <p>1a Do they appreciate that some famous people have helped our lives be better today?</p> <p>2a Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</p>	<p>Chronological understanding</p> <p>1a Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?</p> <p>2b Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p> <p>2c Can they use the words 'past' and 'present' accurately?</p>
<p>Knowledge and interpretation</p> <p>1b Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</p> <p>1c Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</p> <p>2c Can they recount some interesting facts from an historical event?</p>	<p>Knowledge and interpretation</p> <p>2a Can they give examples of things that are different in their life from that of a long time ago in a specific period of history?</p>	<p>Knowledge and interpretation</p> <p>1d Can they identify objects from the past and the main differences between old and new objects?</p> <p>2b Can they explain how their local area was different in the past?</p> <p>2d Can they give examples of things that are different in their life from that of their grandparents when they were young?</p>
<p>Historical enquiry</p> <p>2b Can they answer questions by using a specific source, such as an information book?</p> <p>2c Can they research the life of a famous Briton from the past using different resources to help them?</p> <p>2d Can they research about a famous event that happens in Britain and why it has been happening for some time?</p>	<p>Historical enquiry</p> <p>1b Can they spot old and new things in a picture?</p> <p>1c Can they answer questions using an artefact/ photograph provided?</p> <p>1d Can they give a plausible explanation about what an object was used for in the past?</p>	<p>Historical enquiry</p> <p>1b Can they spot old and new things in a picture?</p> <p>1c Can they answer questions using an artefact/ photograph provided?</p> <p>2a Can they find out something about the past by talking to an older person?</p> <p>2e Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p>

K\$1 Cycle 2		
Autumn 1	Spring	Summer 1
LONDON'S BURNING	CHILDHOOD LONG AGO: TOYS, SCHOOL ROOMS AND SEASIDES	BARN\$LEY/LEED\$ – LIFE IS SWEET!
Understand events beyond living memory that are significant nationally or globally	Changes within living memory Compare aspects of life in different periods	Learn about significant historical events, people and places in their own locality.
Attainment targets: <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events 	Attainment targets: <ul style="list-style-type: none"> know where the people and events they study fit within a chronological framework understand some of the ways in which we find out about the past and identify different ways in which it is represented 	Attainment targets: <ul style="list-style-type: none"> identify similarities and differences between ways of life in different periods use a wide vocabulary of everyday historical terms
Chronological understanding 1b Can they tell us about an important historical event that happened in the past? 1d Can they recognise that a story that is read to them may have happened a long time ago? 1f Can they retell a familiar story set in the past? 2c Can they sequence events about the life of a famous person?	Chronological understanding 2a Can they sequence a set of objects in chronological order and give reasons for their order? 1b Can they use words and phrases like: old, new and a long time ago? 2b Can they sequence events about their own life?	Chronological understanding 2b Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? 2c Can they use the words 'past' and 'present' accurately?
Knowledge and interpretation 1c Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? 2c Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?	Knowledge and interpretation 1c Can they explain differences between past and present in their life and that of other children from a different time in history? 2d Can they give examples of things that are different in their life from that of their grandparents when they were young? 2a Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?	Knowledge and interpretation 2b Can they explain how their local area was different in the past?
Historical enquiry 2b Can they answer questions by using a specific source, such as an information book? 2c Can they research the life of a famous Briton from the past using different resources to help them? 2d Can they research about a famous event that happens in Britain and why it has been happening for some time?	Historical enquiry 1b Can they spot old and new things in a picture? 1c Can they answer questions using an artefact/ photograph provided? 1d Can they give a plausible explanation about what an object was used for in the past? 2a Can they find out something about the past by talking to an older person?	Historical enquiry 1b Can they spot old and new things in a picture? 1c Can they answer questions using an artefact/ photograph provided? 2a Can they find out something about the past by talking to an older person? 2e Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

KS1 Knowledge, Skills and Understanding breakdown for History

Chronological understanding	Knowledge and interpretation	Historical enquiry
<p>1a Can they put up to three objects in chronological order (recent history)?</p> <p>1b Can they use words and phrases like: old, new and a long time ago?</p> <p>1c Can they tell me about things that happened when they were little?</p> <p>1d Can they recognise that a story that is read to them may have happened a long time ago?</p> <p>1e Do they know that some objects belonged to the past?</p> <p>1f Can they retell a familiar story set in the past?</p> <p>1g Can they explain how they have changed since they were born?</p> <p>2a Can they use words and phrases like: before I was born, when I was younger?</p> <p>2b Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p> <p>2c Can they use the words 'past' and 'present' accurately?</p> <p>2d Can they use a range of appropriate words and phrases to describe the past?</p> <p>2e Can they sequence a set of events in chronological order and give reasons for their order?</p>	<p>1a Do they appreciate that some famous people have helped our lives be better today?</p> <p>1b Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</p> <p>1c Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</p> <p>1d Can they begin to identify the main differences between old and new objects?</p> <p>1e Can they identify objects from the past, such as vinyl records?</p> <p>2a Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</p> <p>2b Can they explain how their local area was different in the past?</p> <p>2c Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?</p> <p>2d Can they give examples of things that are different in their life from that of their grandparents when they were young?</p> <p>2e Can they explain why Britain has a special history by naming some famous events and some famous people?</p> <p>2f Can they explain what is meant by a parliament?</p>	<p>1a Can they ask and answer questions about old and new objects?</p> <p>1b Can they spot old and new things in a picture?</p> <p>1c Can they answer questions using an artefact/ photograph provided?</p> <p>1d Can they give a plausible explanation about what an object was used for in the past?</p> <p>2a Can they find out something about the past by talking to an older person?</p> <p>2b Can they answer questions by using a specific source, such as an information book?</p> <p>2c Can they research the life of a famous Briton from the past using different resources to help them?</p> <p>2d Can they research about a famous event that happens in Britain and why it has been happening for some time?</p> <p>2e Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p>

Challenging

<p>1a Can they put up to five objects/events in chronological order (recent history)?</p> <p>1b Can they use words and phrases like: very old, when mummy and daddy were little?</p> <p>1c Can they use the words before and after correctly?</p> <p>1d Can they say why they think a story was set in the past?</p> <p>2a Can they sequence a set of objects in chronological order and give reasons for their order?</p> <p>2b Can they sequence events about their own life?</p> <p>2c Can they sequence events about the life of a famous person?</p> <p>2d Can they try to work out how long ago an event happened?</p>	<p>1a Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?</p> <p>1b Can they tell us about an important historical event that happened in the past?</p> <p>1c Can they explain differences between past and present in their life and that of other children from a different time in history?</p> <p>1d Do they know who will succeed the queen and how the succession works?</p> <p>2a Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?</p> <p>2b Can they explain why someone in the past acted in the way they did?</p> <p>2c Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?</p> <p>2d Can they explain what is meant by a democracy and why it is a good thing?</p>	<p>1a Can they answer questions using a range of artefacts/ photographs provided?</p> <p>1b Can they find out more about a famous person from the past and carry out some research on him or her?</p> <p>2a Can they say at least two ways they can find out about the past, for example using books and the internet?</p> <p>2b Can they explain why eye-witness accounts may vary?</p> <p>2c Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?</p>
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LK\$2 Cycle 1

Autumn 1	Spring	Summer 1
STONE AGE TO IRON AGE	ANGLO SAXONS, SCOTS AND VIKINGS	MEDICINE THROUGH TIME
<p>Attainment targets</p> <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 they study note connections, contrasts and trends over time develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources. 	<p>Attainment targets</p> <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 they study note connections, contrasts and trends over time develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources. 	<p>Attainment targets</p> <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 they study note connections, contrasts and trends over time develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources.
<p>Chronological understanding</p> <p>3a Can they describe events using dates when things happened and periods using the words: ancient, century, BC and AD?</p> <p>3d Can they use a timeline within a specific time in history to set out the order things may have happened?</p> <p>4a Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p>	<p>Chronological understanding</p> <p>3a Can they describe events using dates when things happened and periods using the words: ancient, century, BC, AD and decade?</p> <p>4a Can they say where a period of history fits on a timeline and place a specific event on a timeline by decade?</p> <p>3b Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</p>	<p>Chronological understanding</p> <p>3a Can they describe events using dates when things happened and periods using historical vocabulary.</p> <p>3e Can they use their mathematical knowledge to work out how long-ago events would have happened?</p> <p>4a Can they say where a period of history fits on a timeline and place a specific event on a timeline by decade?</p>
<p>Knowledge and interpretation</p> <p>3a Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</p> <p>3b Can they begin to picture what life would have been like for the early settlers?</p> <p>4a Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>4d Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>4e Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p>	<p>Knowledge and interpretation</p> <p>3c Can they recognise that Britain has been invaded by several different groups over time?</p> <p>3d Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</p> <p>3e Can they suggest why certain events happened and why certain people acted as they did?</p> <p>4a Can they summarise the main events and people from a specific period in history, explaining the order key events happened?</p> <p>4e Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p> <p>3a Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</p>	<p>Knowledge and interpretation</p> <p>4a Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>4c Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</p> <p>4e Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p> <p>5a Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?</p>
<p>Historical enquiry</p> <p>3a Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>3c Can they use various sources to piece together information about a period in history?</p> <p>3f Can they, through research, identify similarities and differences between given periods in history?</p>	<p>Historical enquiry</p> <p>3c Can they use various sources to piece together information about a period in history?</p> <p>3e Can they use their 'information finding' skills in writing to help them write about historical information?</p> <p>3f Can they, through research, identify similarities and differences between given periods in history?</p> <p>3b Can they use specific search engines on the Internet to help them find information more rapidly?</p> <p>4c Can they pose and answer their own historical questions?</p>	<p>Historical enquiry</p> <p>3d Can they research a specific event from the past?</p> <p>4c Can they describe a key event from Britain's past using a range of evidence from different sources?</p> <p>3b Can they use specific search engines on the Internet to help them find information more rapidly?</p> <p>4b Can they suggest why certain events, people and changes might be seen as more significant than others?</p> <p>4c Can they pose and answer their own historical questions?</p>

LK\$2 Cycle 2		
Autumn 1	Spring	Summer 1
EGYPTIAN CIVILISATION, GODS, GODES\$E\$ AND PYRAMIDS	BRITISH MONARCHY FROM 1066: THE TUDORS, \$TUART\$ & VICTORIAN\$	MINING
<p>Attainment targets</p> <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 they study note connections, contrasts and trends over time develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources. 	<p>Attainment targets</p> <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 they study note connections, contrasts and trends over time develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources. 	<p>Attainment targets</p> <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 they study note connections, contrasts and trends over time develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources.
<p>Chronological understanding</p> <p>3a describe events using dates when things happened and periods using the words: ancient, century, BC and AD</p> <p>3d use a timeline within a specific time in history to set out the order things may have happened</p> <p>4a appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</p>	<p>Chronological understanding</p> <p>3a describe events using dates when things happened and periods using the words: ancient, century, BC, AD and decade</p> <p>4a say where a period of history fits on a timeline and place a specific event on a timeline by decade</p> <p>3b begin to recognise and quantify the different time periods that exists between different groups that invaded Britain</p>	<p>Chronological understanding</p> <p>3a describe events using dates when things happened and periods using the words: ancient, century, BC, AD and decade</p> <p>3e use their mathematical knowledge to work out how long-ago events would have happened</p> <p>4a say where a period of history fits on a timeline and place a specific event on a timeline by decade</p>
<p>Knowledge and interpretation</p> <p>3b begin to picture what life would have been like for the early settlers</p> <p>4a summarise the main events from a specific period in history, explaining the order in which key events happened</p> <p>4d describe features of historical events and people from past societies and periods they have studied</p>	<p>Knowledge and interpretation</p> <p>3e suggest why certain events happened as they did and why certain people acted as they did in history</p> <p>4a summarise the main events from a specific period in history, explaining the order in which key events happened</p> <p>4d describe features of historical events and people from past societies and periods they have studied</p> <p>4e recognise and describe differences and similarities/ changes and continuity between different periods of history</p> <p>4b appreciate how Britain once had an Empire, how it has had a major influence on world history and how that has helped or hindered our relationship with a number of countries today</p>	<p>Knowledge and interpretation</p> <p>3e suggest why certain events happened and why certain people acted as they did as they did in history</p> <p>4a summarise the main events from a specific period in history, explaining the order in which key events happened</p> <p>4d describe features of historical events and people from past societies and periods they have studied</p> <p>4e recognise and describe differences and similarities/ changes and continuity between different periods of history</p> <p>4a suggest relationships between causes in history</p>
<p>Historical enquiry</p> <p>3a recognise the part that archaeologists have had in helping us understand more about what happened in the past</p> <p>3c use various sources to piece together information about a period in history</p> <p>3f through research, identify similarities and differences between given periods in history</p>	<p>Historical enquiry</p> <p>3c use various sources to identify similarities and differences between given periods in history</p> <p>3b use specific search engines on the Internet to help them find information more rapidly</p> <p>4b suggest why certain events, people and changes might be seen as more significant than others</p> <p>4c pose and answer their own historical questions</p>	<p>Historical enquiry</p> <p>3d research a specific event from the past</p> <p>4a look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</p> <p>4b identify and explain their understanding of propaganda</p> <p>4c describe a key event from Britain's past using a range of evidence from different sources</p> <p>3a begin to use more than one source of information to bring together a conclusion about an historical event</p> <p>4a suggest why there may be different interpretations of events</p> <p>4c pose and answer their own historical questions</p>

LKS2 Knowledge, Skills and Understanding breakdown for History

Chronological understanding	Knowledge and interpretation	Historical enquiry
<p>3a Can they describe events and periods using the words: BC, AD and decade?</p> <p>3b Can they describe events from the past using dates when things happened?</p> <p>3c Can they describe events and periods using the words: ancient and century?</p> <p>3d Can they use a timeline within a specific time in history to set out the order things may have happened?</p> <p>3e Can they use their mathematical knowledge to work out how long ago events would have happened?</p> <p>4a Can they say where a period of history fits on a timeline?</p> <p>4b Can they place a specific event on a timeline by decade?</p> <p>4c Can they place features of historical events and people from past societies and periods in a chronological framework?</p>	<p>3a Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</p> <p>3b Can they begin to picture what life would have been like for the early settlers?</p> <p>3c Can they recognise that Britain has been invaded by several different groups over time?</p> <p>3d Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</p> <p>3e Can they suggest why certain events happened as they did in history?</p> <p>3f Can they suggest why certain people acted as they did in history?</p> <p>4a Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>4b Can they summarise how Britain has had a major influence on world history?</p> <p>4c Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</p> <p>4d Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>4e Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p>	<p>3a Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>3b Can they use various sources of evidence to answer questions?</p> <p>3c Can they use various sources to piece together information about a period in history?</p> <p>3d Can they research a specific event from the past?</p> <p>3e Can they use their 'information finding' skills in writing to help them write about historical information?</p> <p>3f Can they, through research, identify similarities and differences between given periods in history?</p> <p>4a Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</p> <p>4b Can they identify and explain their understanding of propaganda?</p> <p>4c Can they describe a key event from Britain's past using a range of evidence from different sources?</p>
<h2>Challenging</h2>		
<p>3a Can they set out on a timeline, within a given period, what special events took place?</p> <p>3b Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</p> <p>4a Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p>	<p>3a Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>3b Can they appreciate that war/s would inevitably have brought much distress and bloodshed?</p> <p>3c Do they have an appreciation that wars start for specific reasons and can last for a very long time?</p> <p>3d Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?</p> <p>4a Can they suggest relationships between causes in history?</p> <p>4b Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</p> <p>4c Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?</p>	<p>3a Can they begin to use more than one source of information to bring together a conclusion about an historical event?</p> <p>3b Can they use specific search engines on the Internet to help them find information more rapidly?</p> <p>4a Can they suggest why there may be different interpretations of events?</p> <p>4b Can they suggest why certain events, people and changes might be seen as more significant than others?</p> <p>4c Can they pose and answer their own historical questions?</p>

UK\$2 Cycle 1

Autumn 1	Spring	Summer 1
GREEKS AND THEIR IMPACT ON BRITAIN	WHAT DID THE ROMANS DO FOR US?	THE SPACE RACE
<p>Attainment targets:</p> <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 they study note connections, contrasts and trends over time develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources. 	<p>Attainment targets:</p> <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 they study note connections, contrasts and trends over time develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources. 	<p>Attainment targets:</p> <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 they study note connections, contrasts and trends over time develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources.
<p>Chronological understanding</p> <p>5a use dates and historical language in their work 5b draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, the development of specific features, such as medicine; weaponry; transport, etc. 6a say where a period of history fits on a timeline and use their mathematical skills to work out exact time scales 6c place features of historical events and people from past societies and periods in a chronological framework 6a appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</p>	<p>Chronological understanding</p> <p>5a use dates and historical language in their work 5b draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, the development of specific features, such as medicine; weaponry; transport, etc. 6a say where a period of history fits on a timeline and use their mathematical skills to work out exact time scales 6c place features of historical events and people from past societies and periods in a chronological framework 6a appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</p>	<p>Chronological understanding</p> <p>5a use dates and historical language in their work? 5b draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, the development of specific features, such as medicine; weaponry; transport, etc. 6a say where a period of history fits on a timeline and use their mathematical skills to work out exact time scales 6c place features of historical events and people from past societies and periods in a chronological framework</p>
<p>Knowledge and interpretation</p> <p>5b make comparisons between historical periods; explaining things that have changed and things which have stayed the same 5e appreciate that significant events in history have helped shape the country we have today 6a summarise the main events from a specific period in history, explaining the order in which key events happened 6d describe features of historical events and people from past societies and periods they have studied</p>	<p>Knowledge and interpretation</p> <p>5b make comparisons between historical periods; explaining things that have changed and things which have stayed the same 5c explain the role that Britain has had in spreading Christian values across the world 5d begin to appreciate that how we make decisions has been through a Parliament for some time 5e appreciate that significant events in history have helped shape the country we have today 6a summarise the main events from a specific period in history, explaining the order in which key events happened 6c summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</p>	<p>Knowledge and interpretation</p> <p>5a Can they describe historical events from the different period/s they are studying/have studied? 6a Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p>
<p>Historical enquiry</p> <p>5b appreciate how historical artefacts have helped us understand more about British lives in the present and past 6b suggest why certain events, people and changes might be seen as more significant than others 6c pose and answer their own historical questions</p>	<p>Historical enquiry</p> <p>5b appreciate how historical artefacts have helped us understand more about British lives in the present and past? 6b suggest why certain events, people and changes might be seen as more significant than others 6c pose and answer their own historical questions</p>	<p>Historical enquiry</p> <p>6a look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint 6b identify and explain their understanding of propaganda 6a suggest why there may be different interpretations of events</p>

UK\$2 Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
MAYANS: CIVILISATION, CULTURE & EMPIRE		CONFLICT AND WAR		CRIME AND PUNISHMENT	
<p>Attainment targets:</p> <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 they study note connections, contrasts and trends over time develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources. 		<p>Attainment targets:</p> <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 they study note connections, contrasts and trends over time develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources. 		<p>Attainment targets:</p> <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 they study note connections, contrasts and trends over time develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources. 	
<p>Chronological understanding</p> <p>5a use dates and historical language in their work 5b draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, the development of specific features, such as medicine; weaponry; transport, etc. 6a say where a period of history fits on a timeline and use their mathematical skills to work out exact time scales 6c place features of historical events and people from past societies and periods in a chronological framework 6a appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</p>		<p>Chronological understanding</p> <p>5a use dates and historical language in their work 5b draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, the development of specific features, such as medicine; weaponry; transport, etc. 6a say where a period of history fits on a timeline and use their mathematical skills to work out exact time scales 6c place features of historical events and people from past societies and periods in a chronological framework 6a appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</p>		<p>Chronological understanding</p> <p>5a use dates and historical language in their work? 5b draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, the development of specific features, such as medicine; weaponry; transport, etc. 6a say where a period of history fits on a timeline and use their mathematical skills to work out exact time scales 6c place features of historical events and people from past societies and periods in a chronological framework</p>	
<p>Knowledge and interpretation</p> <p>5a describe historical events from the different period/s they are studying/have studied 5b make comparisons between historical periods; explaining things that have changed and things which have stayed the same 6a summarise the main events from a specific period in history, explaining the order in which key events happened 6d describe features of historical events and people from past societies and periods they have studied 6e recognise and describe differences and similarities/ changes and continuity between different periods of history</p>		<p>Knowledge and interpretation</p> <p>5e appreciate that significant events in history have helped shape the country we have today 6a summarise the main events from a specific period in history, explaining the order in which key events happened 6b summarise how Britain has had a major influence on world history 6a suggest relationships between causes in history 6b appreciate how Britain once had an Empire and how that has helped or hindered our relationship with countries today 3b appreciate that war/s would inevitably have brought much distress and bloodshed 3c have an appreciation that wars start for specific reasons and can last for a very long time</p>		<p>Knowledge and interpretation</p> <p>5b make comparisons between historical periods; explaining things that have changed/ things which have stayed the same 5d begin to appreciate that how we make decisions has been through a Parliament for some time 5e appreciate that significant events in history have helped shape the country we have today 5f have a good understanding as to how crime and punishment has changed over the years 6a summarise the main events from a specific period in history, explaining the order in which key events happened 6e recognise and describe differences and similarities/ changes and continuity between different periods of history</p>	
<p>Historical enquiry</p> <p>5b appreciate how historical artefacts have helped us understand more about British lives in the present and past 6b suggest why certain events, people and changes might be seen as more significant than others 6c pose and answer their own historical questions</p>		<p>Historical enquiry</p> <p>6a Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? 6b Can they identify and explain their understanding of propaganda? 6c Can they describe a key event from Britain's past using a range of evidence from different sources? 6a Can they suggest why there may be different interpretations of events?</p>		<p>Historical enquiry</p> <p>5b Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? 6c Can they pose and answer their own historical questions?</p>	

UKS2 Knowledge, Skills and Understanding breakdown for History

Chronological understanding	Knowledge and interpretation	Historical enquiry
<p>5a Can they use dates and historical language in their work?</p> <p>5b Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</p> <p>5c Can they use their mathematical skills to work out exact time scales and differences as need be?</p> <p>6a Can they say where a period of history fits on a timeline?</p> <p>6b Can they place a specific event on a timeline by decade?</p> <p>6c Can they place features of historical events and people from past societies and periods in a chronological framework?</p>	<p>5a Can they describe historical events from the different period/s they are studying/have studied?</p> <p>5b Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>5c Can they explain the role that Britain has had in spreading Christian values across the world?</p> <p>5d Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</p> <p>5e Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>5f Do they have a good understanding as to how crime and punishment has changed over the years?</p> <p>6a Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>6b Can they summarise how Britain has had a major influence on world history?</p> <p>6c Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</p> <p>6d Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>6e Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p>	<p>5a Can they test out a hypothesis in order to answer a question?</p> <p>5b Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>6a Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</p> <p>6b Can they identify and explain their understanding of propaganda?</p> <p>6c Can they describe a key event from Britain's past using a range of evidence from different sources?</p>
<h2>Challenging</h2>		
<p>5a Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>6a Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p>	<p>5a Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?</p> <p>6a Can they suggest relationships between causes in history?</p> <p>6b Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</p> <p>6c Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?</p>	<p>5b Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</p> <p>6a Can they suggest why there may be different interpretations of events?</p> <p>6b Can they suggest why certain events, people and changes might be seen as more significant than others?</p> <p>6c Can they pose and answer their own historical questions?</p>

