

Aspects to develop

Key Stage 1 Knowledge / understanding of British history

θ Changes within living memory - used, where appropriate, to reveal changes in national life See also wider world history

Local history

θ Significant historical events, people and places in their own locality

Knowledge / understanding of wider world history

θ Events from beyond living memory that are significant nationally or globally

θ 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 .

The ability / disposition to:

θ Be aware of the past, using common words & phrases relating to time

θ Fit people/events into chronological framework

θ Identify similarities / differences between periods

θ Use wide vocabulary of everyday historical terms

θ Ask and answer questions θ Choose and use from stories and other sources to show understanding

θ Understand some ways we find out about the past θ Identify different ways in which past is represented

Key Stage 2 Knowledge / understanding of British history

θ Changes in Britain from the Stone Age to the Iron Age

θ The Roman Empire and its impact on Britain θ Britain's settlement by Anglo Saxons and Scots

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

θ An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 Local history

θ A local study

Knowledge / understanding of wider world history

θ The achievements of the earliest civilizations; depth study of one of: • Sumer • Indus Valley • Egypt • Shang Dynasty

θ Ancient Greece – life, achievements, influence

θ Non-European society that contrasts with British history. One of: • early Islamic civilizations inc study of Baghdad c 900AD • Mayan civilization c. 900 AD • Benin (west Africa) c. 900-1300

The ability / disposition to:

θ Continue to develop chronologically secure knowledge of history

θ Establish clear narratives within and across periods studied

θ Note connections, contrasts and trends over time

θ Develop the appropriate use of historical terms

θ Regularly address and sometimes devise historically valid questions

θ Understand how knowledge of the past is constructed from a range of sources

θ Construct informed responses by selecting and organising relevant historical information

θ Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)

| Skill focus | Hedgehogs | Foxes | | Squirrels | | Badgers | |
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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronological knowledge / understanding (including characteristic features of periods) | <ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in lives of family members. | <ul style="list-style-type: none"> • Develop an awareness of the past • Use common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework • Identify similarities / differences between periods | | <ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time | | | |
| Historical terms | <ul style="list-style-type: none"> • Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. | <ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms | | <ul style="list-style-type: none"> • Develop the appropriate use of historical terms | | | |
| Historical enquiry - Using evidence / Communicating ideas | <ul style="list-style-type: none"> • Be curious about people and show interest in stories • Answer 'how' and 'why' questions ... in response to stories or events. • Explain own knowledge and understanding, and asks appropriate questions • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain | <ul style="list-style-type: none"> • Ask and answer questions • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding of concepts | | <ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information | | | |
| Interpretations of history | | Identify different ways in which the past is represented | | <ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this | | | |
| Continuity and change in and between periods | <ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change • Develop understanding of growth, decay and changes over time | <ul style="list-style-type: none"> • Identify similarities / differences between ways of life at different times | | <ul style="list-style-type: none"> • Describe / make links between main events, situations and changes within and across different periods/societies | | | |

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| Cause and consequence | Question why things happen and give explanations | <ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result | Identify and give reasons for, results of, historical events, situations, changes |
| Similarity / Difference within a period/situation | Know about similarities and differences between themselves and others, and among families, communities and traditions | Make simple observations about different types of people, events, beliefs within a society | Describe social, cultural, religious and ethnic diversity in Britain & the wider world |
| Significance of events / people | Recognise and describe special times or events for family or friends | <ul style="list-style-type: none"> • Talk about who was important eg in a simple historical account | <ul style="list-style-type: none"> • Identify historically significant people and events in situations |