

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	
	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 			

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