|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Key Stage 1 National Curriculum Expectations** | | | | | **Key Stage 2 National Curriculum Expectations** | | | | |
| **Pupils should be taught about:**   * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; * events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight 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 [for example 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; significant historical events, people and places in their own locality. | | | | | **Pupils should be taught about:**   * changes in Britain from the Stone Age to the Iron Age; * the Roman Empire and its impact on Britain; * Britain’s settlement by Anglo-Saxons and Scots; * the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; * a local history study; * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; * 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. | | | | |
| **Topic Coverage Overview** | | | | | | | | | |
| **Aims** | **Pupils should be taught about…** | **Year 1** | **Year 2** | **Year 3** | | **Year 4** | **Year 5** | **Year 6** |
| National Curriculum Coverage | **Changes within living memory used to reveal aspects of change in national life** |  | Give examples of things that were different when my grandparents were children.  South Wigston | *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.* | | | | |
| **A local history study** (Orson Wright)  **Changes in Britain from the Stone Age to the Iron Age**  **Ancient Greece – a study of Greek life and achievements and their influence on the western world** | | **The Roman Empire and its impact on Britain**  ***Britain’s settlement by Anglo-Saxons and Scots***    ***The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*** | **A local history study/a study of an aspect or theme in British history that extends chronological knowledge beyond 1066** (World War 1)  **The achievements of the earliest civilizations- Ancient Egypt** | **A non-European society that contrasts with British history – Mayan civilization AD900**  **A study of an aspect or theme in British history that extends chronological knowledge beyond 1066** (World War 2) |
| **Events beyond living memory – significant nationally or globally** | Great Fire of London 1666  Moon landing 1969 | Battle of Hastings - 1066 |
| **Lives of significant individuals** | Neil Armstrong  Samuel Pepys  Florence Nightingale  Mary Seacole | Sir Francis Drake  William the Conqueror |
| **Significant historical events, people and places in their own locality** |  | Local Buildings – South Wigston |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **KS1** | **LKS2** | **UKS2** |
| **Chronological understanding** | **KS1 History National Curriculum**  Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.  Children can:   1. sequence artefacts and events that are close together in time; 2. order dates from earliest to latest on simple annotated timelines; 3. sequence pictures from different periods; 4. describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, previously, in the past, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. | **KS2 History National Curriculum**  Pupils should 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.  Children can:   1. sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms; 2. understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). | **KS2 History National Curriculum**  Pupils should 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.  Children can:   1. order an increasing number of significant events, movements, objects, themes and dates on a timeline using dates accurately; 2. accurately use dates and terms to describe historical events; 3. understand and describe in some detail the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. |
| **Events people and changes in the past** | **KS1 History National Curriculum**  Pupils should identify similarities and differences between ways of life in different periods.  Children should choose and use parts of stories and other sources to show that they know and understand key features of events.  Children can:   1. **Change and development:** Identify similarities and differences between ways of life in different periods. Study changes within living memory. 2. **Cause and effect:** Choose and use parts of stories and other sources to show that they know and understand key features of events. E.g. Retell the story of the Gunpowder Plot. 3. **Cause and effect:** Study the lives of significant individuals who contributed to national and international achievements. 4. **Significance and interpretations**: Understand some of the ways in which they find out about the past and identify different ways in which it is represented. | **KS2 History National Curriculum**  Children should note connections, contrasts and trends over time.  Children can:   1. **Change and development:** make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Stone Age. 2. **Cause and effect:** comment on the importance of causes and effects for some of the key events and developments within topics. 3. **Significance and interpretations:** explain why some aspects of historical accounts, themes or periods are significant. E.g. Explain why Roman achievements were significant. 4. **Significance and interpretations:** comment on a range of possible reasons for differences in a number of accounts. E.g. Explain how and why there were different viewpoints about Boudica. | **KS2 History National Curriculum**  Pupils should note connections, contrasts and trends over time.  Children can:   1. **Change and development:** provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics 2. **Cause and effect:** explain the role and significance of different causes and effects of a range of events and developments 3. **Significance and interpretations:** explain reasons why particular aspects of a historical event, development, society or person were of particular significance. 4. **Significance and interpretations:** explain how and why it is possible to have different interpretations of the same event or person |
| **Historical Vocabulary** | **KS1 History National Curriculum**  Pupils should use a wide vocabulary of everyday historical terms.  Children can:   1. show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; 2. **see knowledge and vocabulary mapping for further taught vocabulary.** | **KS2 History National Curriculum**  Pupils should develop the appropriate use of historical terms.  Children can:   1. use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms 2. **see knowledge and vocabulary mapping for further taught vocabulary.** | **KS2 History National Curriculum**  Pupils should develop the appropriate use of historical terms.  Children can:   1. know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. 2. **see knowledge and vocabulary mapping for further taught vocabulary.** |
| **Historical enquiry** | **KS1 History National Curriculum**  Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Children can:   * start to understand some of the ways in which we find out about the past and identify different ways in which it is represented E.g. observe and use pictures, photographs and artefacts to find out about the past; * explain that there are different types of evidence and sources that can be used to help represent the past; * start to use stories or accounts to distinguish between fact and fiction; * start to compare two versions of a past event. | **KS2 History National Curriculum**  Children should understand how our knowledge of the past is constructed from a range of sources.  Children can:   * look at more than two versions of the same event or story in history and identify differences. * investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. * recognise possible uses of a range of sources for answering historical enquiries | **KS2 History National Curriculum**  Children should understand how our knowledge of the past is constructed from a range of sources.  Children can:   * find and analyse a wide range of evidence about the past; * use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; * consider different ways of checking the accuracy of interpretations of the past; * start to understand the difference between primary and secondary evidence and the impact of this on reliability; * know that people in the past represent events or ideas in a way that may be to persuade others; * begin to evaluate the usefulness of different sources considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. |
| **Historical interpretation** | **KS1 History National Curriculum**  Children should ask and answer questions, using other sources to show that they know and understand key features of events.  Children can:   1. ask and answer simple questions about the past through observing or handling evidence where relevant; 2. choose and use parts of stories and other sources to show that they know and understand key features of events. | **KS2 History National Curriculum**  Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Children can:   1. use a range of sources to find out about the past; 2. devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. | **KS2 History National Curriculum**  Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Children can:   1. recognise when they are using primary and secondary sources of information to investigate the past; 2. use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; 3. select relevant sections of information and sources to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. |