

National Curriculum Expectations

Purpose of study - A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

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

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: 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.

Key Stage 1

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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should 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. 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.

Key Stage 2

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should 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

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

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 settlements by Anglo-Saxons and Scots

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

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

- 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.

Context 2018/2019 (flexible each year)				
Skills Progression				
Reception				
<p>I can show interest in the lives of people who are familiar to me.</p> <p>I can remember and talk about significant events in my own experience.</p> <p>I can recognise and describe special times or events for my family or friends.</p> <p>I can show interest in different occupations and ways of life.</p> <p>I can talk about past and present events in my life and in the lives of family members.</p>				
Year 1				
Chronology	Range of depth and historical knowledge	Interpretations of History	Historical enquiry	Organisation and Communication
I can sequence events or objects in chronological order.	<p>I can start to describe similarities and differences in artefacts</p> <p>I can use a range of sources to find out characteristic features of the past.</p>	I can identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	<p>I can sort artefacts “then” and “now”</p> <p>I can use as wide a range of sources as possible</p> <p>I can ask and answer questions related to different sources and objects</p>	<p>I can use time lines</p> <p>I can represent the past in different ways. (drawing, drama, writing, I.C.T)</p>
Year 2				
Chronology	Range of depth and historical knowledge	Interpretations of History	Historical enquiry	Organisation and Communication
<p>I can sequence artefacts closer together in time.</p> <p>I can describe memories of key events in lives.</p>	<p>I can find out about people and events in other times.</p> <p>I can confidently describe similarities and differences.</p>	<p>I can compare pictures or photographs of people or events in the past.</p> <p>I can identify different ways to represent the past.</p>	<p>I can use a source to ask questions and find answers.</p> <p>I can sequence a collection of artefacts and use time lines.</p> <p>I can discuss the effectiveness of sources.</p>	I can represent my understanding of the past (using Class display/ museum, Annotated photographs ICT)
Year 3				
Chronology	Range of depth and historical knowledge	Interpretations of History	Historical enquiry	Organisation and Communication
<p>I can place the time studied on a time line</p> <p>I can use dates related to the</p>	<p>I can find out about everyday lives of people in the time studied.</p> <p>I can compare with my life today.</p>	I can identify and give reasons for different ways in which the past is represented.	<p>I can use a range of sources to find out about a period.</p> <p>I can select and record information</p>	I can communicate knowledge and understanding in a variety of ways (discussions, pictures, writing, annotations, drama,

passing of time	<p>I can identify reasons for and results of people's actions.</p> <p>I can understand why people may have had to do something.</p>	I can distinguish between different sources and evaluate their usefulness.	<p>relevant to the study.</p> <p>I can begin to use the library, e-learning for my own research.</p>	mode)
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Year 4

Chronology	Range of depth and historical knowledge	Interpretations of History	Historical enquiry	Organisation and Communication
I can use terms related to the period and begin to date events. (understanding more complex terms e.g. BCE/AD)	<p>I can use evidence to reconstruct life in time studied.</p> <p>I can identify key features and events.</p> <p>I can look for links and effects in time studied.</p> <p>I can offer a reasonable explanation for some events</p> <p>I can develop a broad understanding of ancient civilisations</p>	I can look at the evidence available and evaluate its usefulness.	<p>I can use evidence to build up a picture of a past event.</p> <p>I can choose relevant material to present a picture of one aspect of life in time past.</p> <p>I can ask a variety of questions (using the library, e-learning for research)</p>	<p>I can select data and organise it to answer historical questions.</p> <p>I can display findings in a variety of ways.</p>

Year 5

Chronology	Range of depth and historical knowledge	Interpretations of History	Historical enquiry	Organisation and Communication
<p>I can use relevant terms and periods labels.</p> <p>I can relate current studies to previous studies.</p> <p>I can make comparisons between different times in history.</p>	<p>I can study different aspects of life of different people – differences between men and women.</p> <p>I can examine causes and results of great events and the impact on people.</p> <p>I can compare an aspect of life with the same aspect in another period.</p>	<p>I can compare accounts of events from different sources.</p> <p>I can offer some reasons for different versions of events.</p>	<p>I can begin to identify primary and secondary sources.</p> <p>I can use evidence to build up a picture of life in time studied.</p>	<p>I can use appropriate terms, matching dates to people and events.</p> <p>I can record and communicate knowledge in different forms, working both independently and in groups showing initiative.</p>

Year 6

Chronology	Range of depth and historical knowledge	Interpretations of History	Historical enquiry	Organisation and Communication
I can use relevant dates and terms to the time studied.	I can find out about beliefs, behaviour and characteristics of	I can understand how conclusions were arrived at.	I can recognise primary and secondary sources confidently.	I can select an aspect of study to make a display/ presentation.

<p>I can sequence up to ten events on a time line.</p>	<p>people, recognising that not everyone shares the same views and feelings.</p> <p>I can compare beliefs and behaviour with another period studied.</p> <p>I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation.</p>	<p>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>I am aware that different evidence will lead to different conclusions.</p>	<p>I can use a wider range of sources to find out about an aspect of time past.</p> <p>I can compile knowledge gathering from several sources together in a fluent account.</p>	<p>I can use a variety of ways to communicate knowledge and understanding including extended writing.</p>
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Assessment

Flic to be completed in all year groups.
Some links with extended writing to be seen and assessed in topic books.

Monitoring

Monitor FLiC
Book scrutiny x 2 a year
Child interviews x 2 a year
Learning walk – focus on history displays as and when
Complete SEF for history annually
Complete an Action Plan for history as part of the Humanities Team annually and refine and evaluate throughout the year
Share SEF and Action Plan with link governors and involve governors throughout the year when implementing actions