

Historical Knowledge

Reception	Year 1	Year 2
<p>Make sense of their own life-story and family's history (who is in their family and when they were born (before them, after them, in the past)).</p> <p>Say that events happened in the past.</p> <p>Use the correct vocabulary to describe when you were born and when your family were born.</p>	<p>Begin to describe similarities and differences in artefacts.</p> <p>Question why people did things in the past.</p> <p>Use a range of sources to find out characteristic features of the past.</p> <p>Identify and talk about different accounts of real historical situations.</p>	<p>Find out about people and events in other times.</p> <p>Confidently describe similarities and differences of collections of artefacts. Drama – develop empathy and understanding (hot seating, speaking and listening).</p> <p>Recall where 'The Great Fire of London' began and how long it lasted for.</p> <p>Study change through the lives of significant individuals (e.g. Queen Elizabeth I and II).</p>
End of KS expectations KS1		
<p>They should learn about changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p>They should learn about 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)</p> <p>They should learn about 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 L.S. Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)</p> <p>They should learn about significant historical events, people and places in their own locality</p>		

Historical Knowledge

Year 3	Year 4	Year 5	Year 6
<p>Find out about everyday lives of people in time.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of peoples actions.</p> <p>Show an understanding of why people may have had to do something.</p> <p>Describe characteristic features of the Black Country period/era.</p> <p>Identify and name significant individuals from the past.</p> <p>Describe characteristic features of the periods from the Stone Age all the way through to the Iron Age, using key vocabulary.</p> <p>Use period specific language to talk about what it was like during the Stone Age and Iron Age.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events.</p> <p>Look for the links and effects in time studied.</p> <p>Offer reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations.</p> <p>Name different people and say where they came from and where they settled.</p> <p>Talk about religion and how this impacted Britain at the time (Christians and Pagans).</p> <p>Use period specific language to talk about what it was like during the Egyptian era.</p> <p>Identify and name significant individuals from the past.</p>	<p>Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Recall key facts about the Moon landing (who, where, when).</p> <p>Name important people who played a role in the space race required to go to the moon.</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of a time studied.</p> <p>Compare and contrast ancient civilisations.</p> <p>Understand that some past civilisations in different parts of the world have some important similarities.</p>

End of KS expectations KS2

Pupils should continue to develop a chronological secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should learn about changes in Britain from the Stone Age to the Iron Age.

They should learn about the Roman Empire and its impact on Britain.

They should learn about Britain's settlement by Anglo-Saxons and Scots.

They should learn about Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.



History Progression of Skills

They should learn about a local history study

They should learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

They should learn about 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.

They should learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.

They should learn about 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.

Chronology

Reception	Year 1	Year 2
Place events on a timeline.	Sequence events or objects in chronological order. Recall when a significant event took place. Use historical vocabulary to describe a significant event.	Sequence artefacts closer together in time. Sequence events. Sequence photos etc from different periods of their life. Describe memories of key events in their lives.
End of KS expectations KS1		
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.		

Chronology

Year 3	Year 4	Year 5	Year 6
<p>Use dates related to the passing of time.</p> <p>Identify and place the different periods on a timeline in chronological order.</p> <p>Place the time studied onto a timeline.</p> <p>Sequence events or artefacts.</p>	<p>Place events studied from the places studied onto a time line.</p> <p>Use terms related to the time period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD.</p>	<p>Place current studies on a timeline in relation to other studies.</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and periods labels.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p> <p>Place events in chronological order that depict an astronaut's life, e.g. Neil Armstrong's life.</p> <p>Identify and make links between significant characteristics of a period/civilisation studied (The Greeks) and others studied previously.</p> <p>Understand that past civilisations overlap with others in different parts of the world, and that their respective durations vary.</p>	<p>Place a current study on a timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to ten events on a time line.</p> <p>Understand that past civilisations (The Maya) overlap with others in different parts of the world, and that their respective durations vary.</p> <p>Accurately place periods studied in chronological order and take account of some overlap in duration and intervals between them</p>

End of KS expectations KS2

Pupils should continue to develop a chronological 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.

**Interpretation of History**

Reception	Year 1	Year 2
Compare and contrast characters from stories and figures from the past and local area.	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).</p> <p>Give simple explanations why a person from the past acted as they did and talk about consequences of those actions.</p> <p>Talk about past events and use annotations or captions to identify important features of picture sources, artefacts etc...</p>	<p>Compare pictures or photographs of people or events in the past.</p> <p>Identify different ways to represent the past.</p> <p>Use primary sources (Samuel Pepys' diary) to give opinions about what it would have been like during 'The Great Fire of London'.</p> <p>State what has changed as a result of the fire (houses now further apart, fire service in place) etc...</p> <p>Describe how some aspects of life today differ from the past using simple historical vocabulary.</p>
End of KS expectations KS1		
<p>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.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		

Interpretation of History

Year 3	Year 4	Year 5	Year 6
<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period e.g. museums, cartoons etc...</p> <p>Express an opinion about what they have learnt (interpretation).</p> <p>Describe simple events, give reasons/causes for these events happening and explain what the consequences were as a result of these events happening.</p>	<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books and own historical knowledge.</p> <p>Talk about and describe different causes throughout this period and what their consequences were e.g. arrival of the Vikings meant the number of Saxon kingdoms changed.</p> <p>Describe and question the origins and purposes of sources using knowledge of periods and civilisations.</p> <p>Give their own interpretation on historical events and understand that everyone's interpretation will be different and that this can always be changed.</p>	<p>Compare accounts from events from different sources.</p> <p>Offer some reasons for different versions of events.</p> <p>Realise how significant the impact of landing on the moon was for mankind.</p> <p>Understand the levels of training.</p> <p>Construct simple reasoned arguments about aspects of events and periods studied.</p> <p>Use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Be confident in the use of books and e-learning for research.</p> <p>Understand that different accounts of the past emerge for various reasons – different people might give a different emphasis (World War II).</p> <p>Use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.</p> <p>Explain consequences in terms of immediate and longer-term effects and/or that people were affected differently.</p> <p>Identify and make links between significant characteristics of a period/civilisation studied and others studied previously.</p> <p>Make judgements about historical significance against criteria.</p> <p>Contrast and make some significant links between periods studied.</p> <p>Explain the causes and consequences of quite complex events, even though they might still link some in a simple way.</p> <p>Construct reasoned arguments about events and periods studied.</p> <p>Recognise that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance).</p>



End of KS expectations KS2

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.

Historical Enquiry

Reception	Year 1	Year 2
Understand the past through settings, characters and events encountered in books read in class and storytelling.	<p>Sort artefacts 'then' and 'now.'</p> <p>Use as wide a range of sources as possible.</p> <p>Answer questions related to different sources...</p> <p>Reason why peoples' achievements were not celebrated during their lifetime and empathise with how they may have felt.</p> <p>Despite being from different backgrounds, know that you can still achieve/reach the top of your profession.</p> <p>Explore in the past how people were treated differently because of the colour of their skin.</p> <p>Florence Nightingale and Mary Seacole should be celebrated for their achievements, but understand why Florence is spoken about more than Mary.</p>	<p>Use a source.</p> <p>Ask why, what, who, how and where questions and find answers to them.</p> <p>Sequence a collection of artefacts.</p> <p>Use timelines.</p> <p>Discuss the effectiveness of a source.</p> <p>Empathise with the people at the time and understand how hard it would have been to try and control 'The Great Fire of London'.</p> <p>Show awareness of significant features not seen today and recognise how things could be different in the past.</p> <p>Explain what has changed about going to the seaside from the past to the present.</p>
End of KS expectations KS1		
<p>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.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		

Historical Enquiry

Year 3	Year 4	Year 5	Year 6
<p>Use a range of sources to find out about a time period.</p> <p>Observe small details – artefacts/pictures.</p> <p>Select and record information relevant to the study.</p> <p>Use books and e-learning for research.</p> <p>Ask and answer questions.</p> <p>Use sources to find out facts and information about the Victorians and state how this has changed to now.</p> <p>Identify what has changed and if anything stayed the same from different time periods (The Stone Age to the Iron Age).</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use books and e-learning for research.</p> <p>Understand the significance of the Roman Empire on Britain and say whether it was a good or bad thing for Britain.</p> <p>Use sources to find out facts and information about the Romans in Britain.</p> <p>Identify what has changed and what stayed the same from different time periods.</p> <p>Discuss with their peers about reasons for Anglo-Saxons coming to Britain.</p> <p>Use sources to find out facts and information about what it was like to live during the Egyptian period.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information.</p> <p>Be confident in the use of books and e-learning for research.</p> <p>Understand that some past civilisations in different parts of the world have some important similarities.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p> <p>Give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied.</p>

End of KS expectations KS2

Pupils should continue to develop a chronological 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.

Organisation and Communication

Reception	Year 1	Year 2
Talk about the lives of the people around them and their roles in society.	Communicate understanding through:- <ul style="list-style-type: none"> • the use of a time line (3D with objects/sequential pictures) • drawing • drama/role play • writing • ICT 	Communicate understanding through:- <ul style="list-style-type: none"> • class display • annotation • ICT
End of KS expectations KS1		
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.		

Organisation and Communication

Year 3	Year 4	Year 5	Year 6
Communicate knowledge and understanding in a variety of ways:– <ul style="list-style-type: none"> • discussions • pictures • writing • annotations • drama 	Select data and organise it into a data file to answer historical questions. Know the period in which the study is set. Display findings in a variety of ways. Work independently and in groups.	Fit events into a display sorted by time. Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms. Work independently in groups showing initiative.	Select aspects of a study to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing. Plan and carry out individual investigations.
End of KS expectations KS2			
They should construct inform responses that involve thoughtful selection and organisation of relevant historical information.			

**Vocabulary**

Reception	Year 1	Year 2
<p>Past, before, history, after, timeline, long time ago, yesterday, last week, similar, different, figures, impact, similarities, differences, figures.</p>	<p>Me, siblings, parent, grand parent, great grandparent, change, memory & living memory, lifetime, remember</p> <p>Gunpowder Plot, Bonfire Night, 5th November 1605, Guy Fawkes, Robert Catesby, King James I, Houses of Parliament, Catholics, Protestants, Conspirators, government, gunpowder, unsuccessful, traitor, remembered, peasantry</p> <p>Florence Nightingale, Mary Seacole, nurses, Soldiers, hospital, doctor, Crimean, patients, medicine</p> <p>Today, now, hours, tomorrow, yesterday, then, after, before, weeks, present, year, decade, century, past, long ago, future, day, week, month, long ago, ancient, modern</p>	<p>The Great Fire of London 1666, Sunday 2nd September , Thursday 6th September, Thomas Farriner, Bakery, Pudding Lane, Samuel Pepys, King Charles II, Tudor houses, pitch, straw, leather buckets, St Paul's Cathedral, long hot summer, Thomas Bludworth (mayor).</p> <p>London, capital city, 17th century, River Thames, plague, rebuilt, Tower of London, architect, Sir Christopher Wren</p> <p>Seaside, Victorian Times, bathing machines, Punch and Judy shows, donkey rides, crowded, divided beaches, sunbathe, sun cream, picnic, litter, holiday, Blackpool, sandcastles, ice-cream, similarities/differences.</p> <p>Sequence, chronological order, recent history, earlier, later, decades, centuries</p>
End of KS expectations KS1		
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should use a wide vocabulary of everyday historical terms.</p>		

Vocabulary

Year 3	Year 4	Year 5	Year 6
<p>Victorians, Queen Victoria, Industrial Revolution, factories, steam.</p> <p>Stone Age, Bronze Age, Iron Age, archaeologists, artefact, Neolithic, B.C (before Christ), chronology, tribal, hunter-gatherers, shelter, civilization, settlement, prey, Palaeolithic period, Mesolithic period, Neolithic period, Stonehenge, Skara Brae, cave paintings, religion, technology and travel, ancestors, Britons, Druid Tribe, Tribal Hunter gatherers, conquest</p> <p>AD/BC, eras, timeline, period, millennium, thousands of years</p>	<p>Vikings, Anglo-Saxons, Britain, Scandinavia, attack, medieval, churches, longship /longhouse, Warrior Odin, Scandinavia, Settlement, Sweden, Norway, Danelaw, Conquer, Invader, Raids, Vicious Norse</p> <p>Scots - Dal Raita Mesolithic, King Arthur, Invasion, Conquest, Raiding, Wessex Kingdoms/Shires, Thane, Sutton Hoo, Mercia, Kent, East – Anglia, Northumbria</p> <p>Boudicca, Romans, army, baths, gladiator, ring, banquet, exile, homeland, hunting, labour, law, Paganism, settlement, slavery, tradition, agriculture, Christianity</p> <p>Rome Empire, Achievement, Invasion, Rise, Fall, Julius Caesar, Coliseum, Barbarian, Emperor, Chariot, Gladiator, Aqueduct, Londinium, Hadrian's Wall</p> <p>Sarcophagus, Nile, Pharaoh, archaeologist, pyramid, tomb, embalming, cartouche, sphinx, papyrus, mummification, scarab, temple, desert, Valley of the Kings, artefact, hieroglyph, civilisation, Empire, pyramid, mythology, Nile, mummy, monument, Tutankhamen</p> <p>Time difference, continuity, change</p>	<p>Neil Armstrong, Buzz Aldrin, Michael Collins, moon landing, 16th July 1969 (launch), 24th July 1969 (land), rocket, Apollo 11, lunar module, 'Eagle', astronaut, solar system, planets, Earth, NASA, Katherine Johnson pilot, Commander, Moon, Saturn V</p> <p>Titanic, 1912 April 15th, Southampton, New York, 1st class, 2nd class, 3rd class, upper class, Belfast, iceberg, cruise liner.</p> <p>Ancient Greeks, Democracy, Hippocrates, literature, poetry, achievements, olympic games, Philosopher, Sparta, Greece, Spartans, Athens Athenians, Persia, Alexander the Great, Empire, Achievement, Gods (Zeus, Apollo etc...)</p> <p>AD/BC, cause, consequence, similarity, legacy</p>	<p>World War II, World War I, allies, Adolf Hitler, Winston Churchill, Stalin, Mussolini, Roosevelt, Truman, Britain, Germany, Poland, France, USA, USSR/Soviet Union, air raid shelters, bombings, Nazi, evacuation, evacuee, Power, Blitz, Holocaust, Luftwaffe, Refugees, Kinder transport, Economic Cultural Religious Persecution</p> <p>Mayans, Maya, temple, Chechen Itza, hieroglyphics, priest, Pok ta Pok, civilisation etc...</p>
End of KS expectations KS2			
<p>Pupils should continue to develop a chronological secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>			