

History Curriculum 2014

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.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Year 1 - History

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.

Topics

- **changes within living memory.** Where appropriate, these should be used to reveal aspects of change in national life

[e.g. homes past and present; family trees and childhood changes]

- **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]

[e.g. dinosaurs and explorers]

- **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]

[e.g. explorers topic]

- **significant historical events, people and places in their own locality.**

[e.g. homes past and present, Guy Fawkes, seashores past and present]

Year 1 – History Skills

Emerging (Level 1)	Developing (Level 2)	Consolidating (Level 3)
<p>I understand the difference between things that happened in the past and the present.</p> <p>I know about things that happened to me in the past.</p> <p>I know some things that happened to other people in the past.</p> <p>I understand how to put a few events or objects in order of when they happened.</p> <p>I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. I have found out some facts about people long ago. (Before living memory.)</p> <p>I have found out some facts about events that happened long ago.</p> <p>I can say why people may have acted as they did. I have looked at books to help me find out about the past.</p> <p>I have listened to stories about the past. See 3a, above</p> <p>I look at pictures and ask, "Which things are old and which are new?"</p> <p>I answer questions about events, using 'before' and 'after' to describe when something happened.</p> <p>I look at objects from the past and ask, "What were they used for?" and try to answer.</p> <p>I look at pictures from the past and ask, "What were people doing?" I can sort events or objects into groups (then and now.)</p> <p>I can say when my birthday is.</p> <p>I use time lines to order events or objects.</p> <p>I tell stories about the past (sometimes using role-play.)</p> <p>I write in sentences things I have found out about the past.</p> <p>I draw pictures and write about them to tell others' about the past.</p>	<p>I understand and use the words past and present when telling others about an event.</p> <p>I can recount changes in my own life over time.</p> <p>I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>I use words and phrases such as: recently, when my parents/carers were children, decades, and centuries. I have used information to describe the past.</p> <p>I use information I have found out about the past to describe the differences between then and now.</p> <p>I look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>I can recount the main events from a significant event in history (giving some interesting details.)</p> <p>I have looked at books and pictures (and: listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to an historical site, used the internet.) See 3a, above</p> <p>I ask, "What was it like for people in the past?" and use information to help me answer the question.</p> <p>I ask, "What happened in the past?" and use information to help me answer the question.</p> <p>I ask, "How long ago did an event happen?" and try to work it out. (Using language such as a little while ago, a very long time ago etc.)</p> <p>I estimate the ages of people (younger, older) by studying and describing their features. I can describe objects, people or events (From the time of)...(significant person or event)</p> <p>I can write my date of birth.</p> <p>I use time lines to order events or objects.</p> <p>I use time lines to place an event or a significant person.</p> <p>I tell stories about the past using my story writing skills.</p> <p>I draw labelled diagrams and write about them to tell others about people, objects or events from the past.</p>	<p>I use a time line to place events I have found out about.</p> <p>I understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</p> <p>I can divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries.</p> <p>I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.</p> <p>I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. I use evidence to describe the houses and settlements of people in the past.</p> <p>I use evidence to describe the culture and leisure activities from the past.</p> <p>I use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>I use evidence to describe buildings and their uses of people from the past.</p> <p>I use evidence to describe the things people believed in the past (attitudes and religion).</p> <p>I use evidence to describe what was important to people from the past.</p> <p>I use evidence to show how the lives of rich and poor people from the past differed.</p> <p>I use evidence to find out how any of the above may have changed during a time period.</p> <p>I use evidence to give reasons why changes may have occurred.</p> <p>I show on a time line, the changes that I have identified.</p> <p>I can describe some similarities and differences between some people, events and objects (artefacts) I have studied.</p> <p>I can describe how some of the things I have studied from the past affect life today.</p> <p>I have looked at two versions of the same event in history and have identified differences in the accounts.</p> <p>I give reasons why there may be different accounts of history. I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>I ask, "What was it like for a... (child, rich person, etc) during..."</p> <p>I suggest sources of evidence to help me answer questions. I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</p> <p>I use dates and terms accurately.</p> <p>I discuss the most appropriate way to present my information, which I realise is for an audience.</p>

Year 2 - History

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.

Topics

- **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]

[e.g. Great Fire of London; space travel; castles and knights]

- **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]

[e.g. explorers topic]

- **significant historical events, people and places in their own locality.**

[e.g. castles and knights]

Year 2 – History Skills

Emerging (Level 1)	Developing (Level 2)	Consolidating (Level 3)
<p>I understand the difference between things that happened in the past and the present.</p> <p>I know about things that happened to me in the past.</p> <p>I know some things that happened to other people in the past.</p> <p>I understand how to put a few events or objects in order of when they happened.</p> <p>I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. I have found out some facts about people long ago. (Before living memory.)</p> <p>I have found out some facts about events that happened long ago.</p> <p>I can say why people may have acted as they did. I have looked at books to help me find out about the past.</p> <p>I have listened to stories about the past. See 3a, above</p> <p>I look at pictures and ask, "Which things are old and which are new?"</p> <p>I answer questions about events, using 'before' and 'after' to describe when something happened.</p> <p>I look at objects from the past and ask, "What were they used for?" and try to answer.</p> <p>I look at pictures from the past and ask, "What were people doing?" I can sort events or objects into groups (then and now.)</p> <p>I can say when my birthday is.</p> <p>I use time lines to order events or objects.</p> <p>I tell stories about the past (sometimes using role-play.)</p> <p>I write in sentences things I have found out about the past.</p> <p>I draw pictures and write about them to tell others' about the past.</p>	<p>I understand and use the words past and present when telling others about an event.</p> <p>I can recount changes in my own life over time.</p> <p>I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>I use words and phrases such as: recently, when my parents/carers were children, decades, and centuries. I have used information to describe the past.</p> <p>I use information I have found out about the past to describe the differences between then and now.</p> <p>I look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>I can recount the main events from a significant event in history (giving some interesting details.)</p> <p>I have looked at books and pictures (and: listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to an historical site, used the internet.) See 3a, above</p> <p>I ask, "What was it like for people in the past?" and use information to help me answer the question.</p> <p>I ask, "What happened in the past?" and use information to help me answer the question.</p> <p>I ask, "How long ago did an event happen?" and try to work it out. (Using language such as a little while ago, a very long time ago etc.)</p> <p>I estimate the ages of people (younger, older) by studying and describing their features. I can describe objects, people or events (From the time of)...(significant person or event)</p> <p>I can write my date of birth.</p> <p>I use time lines to order events or objects.</p> <p>I use time lines to place an event or a significant person.</p> <p>I tell stories about the past using my story writing skills.</p> <p>I draw labelled diagrams and write about them to tell others about people, objects or events from the past.</p>	<p>I use a time line to place events I have found out about.</p> <p>I understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</p> <p>I can divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries.</p> <p>I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.</p> <p>I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. I use evidence to describe the houses and settlements of people in the past.</p> <p>I use evidence to describe the culture and leisure activities from the past.</p> <p>I use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>I use evidence to describe buildings and their uses of people from the past.</p> <p>I use evidence to describe the things people believed in the past (attitudes and religion).</p> <p>I use evidence to describe what was important to people from the past.</p> <p>I use evidence to show how the lives of rich and poor people from the past differed.</p> <p>I use evidence to find out how any of the above may have changed during a time period.</p> <p>I use evidence to give reasons why changes may have occurred.</p> <p>I show on a time line, the changes that I have identified.</p> <p>I can describe some similarities and differences between some people, events and objects (artefacts) I have studied.</p> <p>I can describe how some of the things I have studied from the past affect life today.</p> <p>I have looked at two versions of the same event in history and have identified differences in the accounts.</p> <p>I give reasons why there may be different accounts of history. I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>I ask, "What was it like for a... (child, rich person, etc) during..."</p> <p>I suggest sources of evidence to help me answer questions. I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</p> <p>I use dates and terms accurately.</p> <p>I discuss the most appropriate way to present my information, which I realise is for an audience.</p>

Year 3 - History

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.

Topics

<ul style="list-style-type: none"> ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> ▪ a local history study <i>[through WW2 impact on Bath topic]</i> 	<ul style="list-style-type: none"> ▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared [Year 6] and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt [Y3]; The Shang Dynasty of Ancient China
<p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> • 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 	

Year 3 – History Skills

Emerging (Level 2)	Developing (Level 3)	Consolidating (Level 4)
<p>I understand and use the words past and present when telling others about an event.</p> <p>I can recount changes in my own life over time.</p> <p>I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>I use words and phrases such as: recently, when my parents/carers were children, decades, and centuries. I have used information to describe the past.</p> <p>I use information I have found out about the past to describe the differences between then and now.</p> <p>I look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>I can recount the main events from a significant event in history (giving some interesting details.)</p> <p>I have looked at books and pictures (and: listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to an historical site, used the internet.) See 3a, above</p> <p>I ask, “What was it like for people in the past?” and use information to help me answer the question.</p> <p>I ask, “What happened in the past?” and use information to help me answer the question.</p> <p>I ask, “How long ago did an event happen?” and try to work it out. (Using language such as a little while ago, a very long time ago etc.)</p> <p>I estimate the ages of people (younger, older) by studying and describing their features. I can describe objects, people or events (From the time of)...(significant person or event)</p> <p>I can write my date of birth.</p> <p>I use time lines to order events or objects.</p> <p>I use time lines to place an event or a significant person.</p> <p>I tell stories about the past using my story writing skills.</p> <p>I draw labelled diagrams and write about them to tell others about people, objects or events from the past.</p>	<p>I use a time line to place events I have found out about.</p> <p>I understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</p> <p>I can divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries.</p> <p>I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.</p> <p>I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. I use evidence to describe the houses and settlements of people in the past.</p> <p>I use evidence to describe the culture and leisure activities from the past.</p> <p>I use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>I use evidence to describe buildings and their uses of people from the past.</p> <p>I use evidence to describe the things people believed in the past (attitudes and religion).</p> <p>I use evidence to describe what was important to people from the past.</p> <p>I use evidence to show how the lives of rich and poor people from the past differed.</p> <p>I use evidence to find out how any of the above may have changed during a time period.</p> <p>I use evidence to give reasons why changes may have occurred.</p> <p>I show on a time line, the changes that I have identified.</p> <p>I can describe some similarities and differences between some people, events and objects (artefacts) I have studied.</p> <p>I can describe how some of the things I have studied from the past affect life today.</p> <p>I have looked at two versions of the same event in history and have identified differences in the accounts.</p> <p>I give reasons why there may be different accounts of history. I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>I ask, “What was it like for a... (child, rich person, etc) during...”</p> <p>I suggest sources of evidence to help me answer questions. I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</p> <p>I use dates and terms accurately.</p> <p>I discuss the most appropriate way to present my information, which I realise is for an audience.</p>	<p>I use a time line to place events I have found out about both in this country and abroad.</p> <p>I understand that a time line can be divided into periods: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).</p> <p>I can describe the main changes in a period of history (using words such as ‘social’, ‘religious’, ‘political’, ‘technological’ and ‘cultural’.</p> <p>I can name the date of any significant event from the past that I have studied and place it in the right place on a time line.</p> <p>I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time. With help, I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.</p> <p>With help, I choose reliable sources of factual evidence to describe the culture and leisure activities from the past.</p> <p>With help, I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past.</p> <p>With help, I choose reliable sources of factual evidence to describe buildings and their uses of people from the past.</p> <p>With help, I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion).</p> <p>With help, I choose reliable sources of factual evidence to describe what was important to people from the past.</p> <p>With help, I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed.</p> <p>With help, I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period.</p> <p>I give my own reasons why changes may have occurred, backed up by evidence I have researched.</p> <p>I show on a time line, the changes that I have identified.</p> <p>I can describe similarities and differences between some people, events and objects (artefacts) I have studied.</p> <p>I can describe how some of the things I have studied from the past affect life today.</p> <p>I have looked at different versions of the same event in history and have identified differences in the accounts.</p> <p>I know that people both now and in the past represent events or ideas in a way that persuades others.</p> <p>I know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>I give clear reasons why there may be different accounts of history. I use documents, printed sources (eg archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>I ask, “What was it like for a... (child, rich person, etc) during...”</p> <p>I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions. I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</p> <p>I use dates and terms accurately.</p> <p>I choose the most appropriate way to present my information, which I realise is for an audience</p>

Year 4 - History

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.

Topics

- the Roman Empire and its impact on Britain

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

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

Examples (non-statutory)

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

Year 4 – History Skills

Emerging (Level 2)	Developing (Level 3)	Consolidating (Level 4)
<p>I understand and use the words past and present when telling others about an event.</p> <p>I can recount changes in my own life over time.</p> <p>I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>I use words and phrases such as: recently, when my parents/carers were children, decades, and centuries. I have used information to describe the past.</p> <p>I use information I have found out about the past to describe the differences between then and now.</p> <p>I look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>I can recount the main events from a significant event in history (giving some interesting details.)</p> <p>I have looked at books and pictures (and: listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to an historical site, used the internet.) See 3a, above</p> <p>I ask, “What was it like for people in the past?” and use information to help me answer the question.</p> <p>I ask, “What happened in the past?” and use information to help me answer the question.</p> <p>I ask, “How long ago did an event happen?” and try to work it out. (Using language such as a little while ago, a very long time ago etc.)</p> <p>I estimate the ages of people (younger, older) by studying and describing their features. I can describe objects, people or events (From the time of)...(significant person or event)</p> <p>I can write my date of birth.</p> <p>I use time lines to order events or objects.</p> <p>I use time lines to place an event or a significant person.</p> <p>I tell stories about the past using my story writing skills.</p> <p>I draw labelled diagrams and write about them to tell others about people, objects or events from the past.</p>	<p>I use a time line to place events I have found out about.</p> <p>I understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</p> <p>I can divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries.</p> <p>I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.</p> <p>I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. I use evidence to describe the houses and settlements of people in the past.</p> <p>I use evidence to describe the culture and leisure activities from the past.</p> <p>I use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>I use evidence to describe buildings and their uses of people from the past.</p> <p>I use evidence to describe the things people believed in the past (attitudes and religion).</p> <p>I use evidence to describe what was important to people from the past.</p> <p>I use evidence to show how the lives of rich and poor people from the past differed.</p> <p>I use evidence to find out how any of the above may have changed during a time period.</p> <p>I use evidence to give reasons why changes may have occurred.</p> <p>I show on a time line, the changes that I have identified.</p> <p>I can describe some similarities and differences between some people, events and objects (artefacts) I have studied.</p> <p>I can describe how some of the things I have studied from the past affect life today.</p> <p>I have looked at two versions of the same event in history and have identified differences in the accounts.</p> <p>I give reasons why there may be different accounts of history. I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>I ask, “What was it like for a... (child, rich person, etc) during...”</p> <p>I suggest sources of evidence to help me answer questions. I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</p> <p>I use dates and terms accurately.</p> <p>I discuss the most appropriate way to present my information, which I realise is for an audience.</p>	<p>I use a time line to place events I have found out about both in this country and abroad.</p> <p>I understand that a time line can be divided into periods: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).</p> <p>I can describe the main changes in a period of history (using words such as ‘social’, ‘religious’, ‘political’, ‘technological’ and ‘cultural’).</p> <p>I can name the date of any significant event from the past that I have studied and place it in the right place on a time line.</p> <p>I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time. With help, I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.</p> <p>With help, I choose reliable sources of factual evidence to describe the culture and leisure activities from the past.</p> <p>With help, I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past.</p> <p>With help, I choose reliable sources of factual evidence to describe buildings and their uses of people from the past.</p> <p>With help, I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion).</p> <p>With help, I choose reliable sources of factual evidence to describe what was important to people from the past.</p> <p>With help, I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed.</p> <p>With help, I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period.</p> <p>I give my own reasons why changes may have occurred, backed up by evidence I have researched.</p> <p>I show on a time line, the changes that I have identified.</p> <p>I can describe similarities and differences between some people, events and objects (artefacts) I have studied.</p> <p>I can describe how some of the things I have studied from the past affect life today.</p> <p>I have looked at different versions of the same event in history and have identified differences in the accounts.</p> <p>I know that people both now and in the past represent events or ideas in a way that persuades others.</p> <p>I know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>I give clear reasons why there may be different accounts of history. 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Year 5 - History

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.

Topics

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 [Victorian Britain – e.g. crime and punishment or technology]

- 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 [Year 5]**; Benin (West Africa) c. AD 900-1300.

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

Year 5 – History Skills

Emerging (Level 3)

I use a time line to place events I have found out about.

I understand that a time line can be divided into BC (Before Christ and AD Anno Domini).

I can divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries.

I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.

I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. I use evidence to describe the houses and settlements of people in the past.

I use evidence to describe the culture and leisure activities from the past.

I use evidence to describe the clothes, way of life and actions of people in the past.

I use evidence to describe buildings and their uses of people from the past.

I use evidence to describe the things people believed in the past (attitudes and religion).

I use evidence to describe what was important to people from the past.

I use evidence to show how the lives of rich and poor people from the past differed.

I use evidence to find out how any of the above may have changed during a time period.

I use evidence to give reasons why changes may have occurred.

I show on a time line, the changes that I have identified.

I can describe some similarities and differences between some people, events and objects (artefacts) I have studied.

I can describe how some of the things I have studied from the past affect life today.

I have looked at two versions of the same event in history and have identified differences in the accounts.

I give reasons why there may be different accounts of history. I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.

I ask, "What was it like for a... (child, rich person, etc) during...

I suggest sources of evidence to help me answer questions. I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.

I use dates and terms accurately.

I discuss the most appropriate way to present my information, which I realise is for an audience.

Developing (Level 4)

I use a time line to place events I have found out about both in this country and abroad.

I understand that a time line can be divided into periods: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).

I can describe the main changes in a period of history (using words such as 'social', 'religious', 'political', 'technological' and 'cultural'.

I can name the date of any significant event from the past that I have studied and place it in the right place on a time line.

I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time. With help, I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.

With help, I choose reliable sources of factual evidence to describe the culture and leisure activities from the past.

With help, I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past.

With help, I choose reliable sources of factual evidence to describe buildings and their uses of people from the past.

With help, I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion).

With help, I choose reliable sources of factual evidence to describe what was important to people from the past.

With help, I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed.

With help, I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period.

I give my own reasons why changes may have occurred, backed up by evidence I have researched.

I show on a time line, the changes that I have identified.

I can describe similarities and differences between some people, events and objects (artefacts) I have studied.

I can describe how some of the things I have studied from the past affect life today.

I have looked at different versions of the same event in history and have identified differences in the accounts.

I know that people both now and in the past represent events or ideas in a way that persuades others.

I know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.

I give clear reasons why there may be different accounts of history. I use documents, printed sources (eg archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.

I ask, "What was it like for a... (child, rich person, etc) during...

I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions. I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.

I use dates and terms accurately.

I choose the most appropriate way to present my information, which I realise is for an audience

Consolidating (Level 5)

I use a time line to place events, periods and cultural movements (linked to art, music and architecture) I have found out about from all around the world.

I use a time line to demonstrate changes and developments in culture, technology, religion and society.

My time lines use the following key periods as reference points for my descriptions of the past: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).

I can describe the main changes in a period of history (using words such as 'social', 'religious', 'political', 'technological' and 'cultural'.

I can name the date of any significant event from the past that I have studied and place it in the right place on a time line.

I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, and during to describe the passing of time. I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.

I choose reliable sources of factual evidence to describe the culture and leisure activities from the past.

I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past.

I choose reliable sources of factual evidence to describe buildings and their uses of people from the past.

I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion).

I choose reliable sources of factual evidence to describe what was important to people from the past.

I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed.

I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period.

I give my own reasons why changes may have occurred, backed up by evidence I have researched.

I show on a time line, the changes that I have identified.

I can describe similarities and differences between some people, events and objects (artefacts) I have studied.

I can describe how some of the things I have studied from the past affect life today.

I make links between some of the features of past societies. (e.g. religion, houses, society, technology.) I evaluate evidence, which helps me to choose the most reliable forms.

I know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past.

I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums, galleries and sites to collect evidence about the past.

I ask, "What was it like for a... (child, rich person, etc) "during...

I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions. I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.

I use dates and terms accurately.

I use the key vocabulary of the time to convey my understanding of the past.

I choose the most appropriate way to present my information, which I realise is for an audience.

Year 6 - History

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.

Topics

- | | |
|---|---|
| <ul style="list-style-type: none">▪ changes in Britain from the Stone Age to the Iron Age | <ul style="list-style-type: none">▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared [Year 6] |
|---|---|

Examples (non-statutory)

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

Year 6 – History Skills

Emerging (Level 3)	Developing (Level 4)	Consolidating (Level 5)
<p>I use a time line to place events I have found out about.</p> <p>I understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</p> <p>I can divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries.</p> <p>I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.</p> <p>I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. I use evidence to describe the houses and settlements of people in the past.</p> <p>I use evidence to describe the culture and leisure activities from the past.</p> <p>I use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>I use evidence to describe buildings and their uses of people from the past.</p> <p>I use evidence to describe the things people believed in the past (attitudes and religion).</p> <p>I use evidence to describe what was important to people from the past.</p> <p>I use evidence to show how the lives of rich and poor people from the past differed.</p> <p>I use evidence to find out how any of the above may have changed during a time period.</p> <p>I use evidence to give reasons why changes may have occurred.</p> <p>I show on a time line, the changes that I have identified.</p> <p>I can describe some similarities and differences between some people, events and objects (artefacts) I have studied.</p> <p>I can describe how some of the things I have studied from the past affect life today.</p> <p>I have looked at two versions of the same event in history and have identified differences in the accounts.</p> <p>I give reasons why there may be different accounts of history. I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>I ask, "What was it like for a... (child, rich person, etc) during...</p> <p>I suggest sources of evidence to help me answer questions. I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</p> <p>I use dates and terms accurately.</p> <p>I discuss the most appropriate way to present my information, which I realise is for an audience.</p>	<p>I use a time line to place events I have found out about both in this country and abroad.</p> <p>I understand that a time line can be divided into periods: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).</p> <p>I can describe the main changes in a period of history (using words such as 'social', 'religious', 'political', 'technological' and 'cultural'.</p> <p>I can name the date of any significant event from the past that I have studied and place it in the right place on a time line.</p> <p>I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time. With help, I choose reliable sources of factual evidence to describe the houses and settlements of people in the past.</p> <p>With help, I choose reliable sources of factual evidence to describe the culture and leisure activities from the past.</p> <p>With help, I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past.</p> <p>With help, I choose reliable sources of factual evidence to describe buildings and their uses of people from the past.</p> <p>With help, I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion).</p> <p>With help, I choose reliable sources of factual evidence to describe what was important to people from the past.</p> <p>With help, I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed.</p> <p>With help, I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period.</p> <p>I give my own reasons why changes may have occurred, backed up by evidence I have researched.</p> <p>I show on a time line, the changes that I have identified.</p> <p>I can describe similarities and differences between some people, events and objects (artefacts) I have studied.</p> <p>I can describe how some of the things I have studied from the past affect life today.</p> <p>I have looked at different versions of the same event in history and have identified differences in the accounts.</p> <p>I know that people both now and in the past represent events or ideas in a way that persuades others.</p> <p>I know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>I give clear reasons why there may be different accounts of history. 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