



### History programmes of study:

#### key stages 1 and 2 National curriculum in England

##### 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.

##### Vocabulary (Key stage 1)

- Yesterday, today, then, now, before, after, old, new, tomorrow, yesterday, a long time ago, before, later and after, change, memory, national, global, festival, anniversary, commemorate, locality

##### Vocabulary (Key stage 2)

- Chronology, cause, similarity, difference, civilisation, hunter, religion, settlement, kingdom, culture, BC, AD, raid, invasion, army, conquest, resistance, belief, Christianity, law, justice, crime, punishment, legacy,

##### Additional vocabulary

- ruler, king, monarch, monarchy, reign, democracy, election, tyranny, dictator, opposition, resistance, rebellion, invasion, conquest, triumph, parliament, government, tribe, emperor, empire, defeat, occupation, exploration, taxation, civilisation, citizen, culture, state, military, conflict, alliance, treaty, coalition, surrender, warrior, poverty, flee, exile, hostility, community, migration, persecution, oppression, liberation, neutral, eye-witness, source, archaeologist, expedition, navigation, exploration

## Progression of skills

|                                    |        |   |
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| Area of Study                      | YR     | I can talk about significant events in my own experience<br>I can show interest in different occupations<br>I can show interest in ways of life<br>I can talk about past events in my own life.<br>I can talk about past events in the lives of my family members<br>I can talk about present events in my own life.<br>I can talk about present events in the lives of my family members   |
|                                    | Year 1 | I can talk about events beyond living memory that are significant nationally<br>To look at the lives of significant individuals in the past who have contributed to national and international achievements - LS Lowry<br>To look at the lives of significant individuals in the past who have contributed to national and international achievements - Florence Nightingale<br>I can talk about events beyond living memory that are significant nationally<br>To look at the lives of significant individuals in the past who have contributed to national and international achievements - Neil Armstrong<br>I can talk about changes within living memory |
|                                    | Year 2 | I can talk about events beyond living memory that are significant nationally<br>To look at the lives of significant individuals in the past who have contributed to national and international achievements - LS Lowry<br>To look at the lives of significant individuals in the past who have contributed to national and international achievements - Florence Nightingale<br>I can compare aspects of life in different periods  |
|                                    | Year 3 | Changes in Britain from the Stone Age to the Iron Age   |
|                                    | Year 4 | The Roman Empire and its impact on Britain<br>A local history study   |
|                                    | Year 5 | Britain's settlement by Anglo-Saxons and Scots<br>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor<br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066   |
|                                    | Year 6 | 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<br>Ancient Greece - a study of Greek life and achievements and their influence on the western world<br>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  |
| Investigate and interpret the past | YR     | Use pictures and stories to find out about their past and family member's past.   |
|                                    | Year 1 | Begin to identify differed ways to represent the past, using photos, stories and artefact.<br>Sort artefacts into then and now.<br>Ask and answer questions related to different sources and objects.<br>Begin to describe similarities and differences in artefacts.<br>Use a range of sources to find out characteristic features of the past.  |
|                                    | Year 2 | Observe or handle evidence to ask questions and find answers to questions about the past.<br>Ask questions such as: What was it like for people? What happened? How long ago?   |

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|                                    |               | Use artefacts, pictures, stories, online sources and databases to find out about the past.<br>Identify some of the different ways the past has been represented  |
|                                    | <b>Year 3</b> | Look at differing representations of the time period.<br>Distinguish between different sources and evaluate their usefulness.<br>Identify and give reasons for different ways in which the past is represented.<br>Use a range of sources to find out about the period.<br>Observe small details about artefacts and pictures.   |
|                                    | <b>Year 4</b> | Use evidence to ask suitable questions and find answers to questions about the past.<br>Suggest suitable sources of evidence for historical enquiries.<br>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.<br>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.<br>Suggest causes and consequences of some of the main events and changes in history.   |
|                                    | <b>Year 5</b> | Compare accounts of events from different sources, fact or fiction.<br>Offer some reasons for different versions of events.<br>Begin to identify primary and secondary sources.<br>Confident use of library and e-learning for research.<br>Use evidence to build up a picture of life in the time period studied.<br>Select relevant sections of information when researching.  |
|                                    | <b>Year 6</b> | Use sources of evidence to deduce information about the past.<br>Select suitable sources of evidence, giving reasons for choices.<br>Use sources of information to form testable hypotheses about the past.<br>Seek out and analyse a wide range of evidence in order to justify claims about the past.<br>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.<br>Understand that no single source of evidence gives the full answer to questions about the past.<br>Refine lines of enquiry as appropriate. |
| Build an overview of world history | <b>YR</b>     | Remembers and talks about significant historical events in their own experience  |
|                                    | <b>Year 1</b> | Recognise and retell historical events.<br>Recognise significant people from the past.<br>Describe significant people from the past.<br>Introduced to the concept of a nation and a nation's history.  |
|                                    | <b>Year 2</b> | Describe historical events.<br>Begin to show empathy and understanding of significant people from the past.<br>Recognise that there are reasons why people in the past acted as they did.<br>Shown an understanding of the concept of a nation and a nation's history.   |
|                                    | <b>Year 3</b> | Recognise changes that have happened in the locality of the school throughout history.<br>Recognise changes in Britain from the past to now, comparing it with our lives.<br>Find out about everyday lives of people in the time studied.<br>Develop empathy and understanding of significant people from the past.  |
|                                    | <b>Year 4</b> | Describe changes that have happened in the locality of the school throughout history.<br>Give a broad overview of life in Britain.<br>Compare some of the times studied with those of other areas of interest around the world.  |

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|                          |               | Describe the social, ethnic, cultural or religious diversity of past society.<br>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  |
|                          | <b>Year 5</b> | Study different aspects of the lives of different people.<br>Examine causes and results of great events and the impact on people.<br>Compare an aspect of life with the same aspect in another period   |
|                          | <b>Year 6</b> | Identify continuity and change in the history of the locality of the school.<br>Give a detailed overview of life in Britain.<br>Compare some of the times studied with those of the other areas of interest around the world.<br>Describe the social, ethnic, cultural or religious diversity of past society.<br>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| Understand chronology    | <b>YR</b>     | Sequence and order events in their own lives.   |
|                          | <b>Year 1</b> | Sequence events or objects in chronological order in the life of a significant historical person.   |
|                          | <b>Year 2</b> | Place events and artefacts in order on a time line.<br>Label time lines with words or phrases such as: past, present, older and newer.<br>Recount changes that have occurred in their own lives.<br>Use dates where appropriate   |
|                          | <b>Year 3</b> | Place the time studied on a timeline.<br>Sequence events and artefacts on a timeline, within a given time period.<br>Use dates appropriate to the time period studied.  |
|                          | <b>Year 4</b> | Place events, artefacts and historical figures on a time line using dates.<br>Understand the concept of change over time, representing this, along with evidence, on a time line.<br>Begin to use dates and terms to describe events  |
|                          | <b>Year 5</b> | Sequence more than five events on a timeline.<br>Use dates and relevant terms to describe events.<br>Relate current studies to previous studies.<br>Place current studies on a timeline in relation to previous studies.  |
|                          | <b>Year 6</b> | Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).<br>Identify periods of rapid change in history and contrast them with times of relatively little change.<br>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.<br>Use dates and terms accurately in describing events.                           |
| Communicate historically | <b>YR</b>     | Use everyday language to talk about time, to compare objects  |
|                          | <b>Year 1</b> | Use drama and writing to communicate historically.  |
|                          | <b>Year 2</b> | Use several ways to communicate knowledge and understanding, such as: biographies, diaries, character profiles, non-chronological report.   |
|                          | <b>Year 3</b> | Communicate knowledge and understanding in a variety of ways, such as discussions, role play and annotations.<br>Use appropriate historical vocabulary to communicate, including: chronological, pre-historic, recent history.  |
|                          | <b>Year 4</b> | Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.  |

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|                | <b>Year 5</b> | Use literacy, numeracy and computing skills to a developed standard in order to communicate information about the past.<br>Use differing forms and means to present information and ideas  |
|                | <b>Year 6</b> | Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.<br>Use original ways to present information and ideas.  |
| Key Vocabulary | <b>YR</b>     | Past, stories, significant, People, help, Present, community, past, similarity, different  |
|                | <b>Year 1</b> | Awareness, past, time, people, chronology, lives, stories, Periods, sources, international, features, represented, change, past, lives, questions, significant, Community, change, local, continuity, past, monarchy.  |
|                | <b>Year 2</b> | Features, similarities, differences, periods, contrasts, different, stories, events, Periods, sources, national, features, represented, change, past, lives, questions, significant, perceptive, achievements, influence, Timescales, evidence, enquiry, chronology, civilisation, parliament, democracy, and war and peace. |
|                | <b>Year 3</b> | Neolithic, Chronological, narrative, Difference, Sources, Evidence, BC, Historical enquiry Perceptive questioning  |
|                | <b>Year 4</b> | Local and world history, Critical thinking, Local, regional and national, Invasion, Empire, Connection, Trends Significance AD BC, Society, Influence Weigh evidence   |
|                | <b>Year 5</b> | Informed Response, Historically valid questions, Cause and consequence , Critically, Develop perspective and judgement ,Relationships, Peasantry, Interpretation, British resistance, Religious, Short Term and Long Term, Social history, Sift arguments, International, Military   |
|                | <b>Year 6</b> | Civilization, Depth study, Western world, Influence , Diversity, Challenges of time, Wider world Achievements, Follies, Parliament , Continuity , Change Analyse trends, Economic, Cultural Similarity and difference/Contrast   |