

***Subject History***

***Skills development for planning progression through the curriculum.***

***Knowledge should be taught at age related expectations within the content, taken from the National Curriculum programme of study.***

***Skills should be learned at the level of the children’s ability.***

*Key Questions for the teacher:*

1. *Is the quality of children’s work improving over time?*
2. *Are children broadening their knowledge?*
3. *Are children raising the level of their skills which they can use and apply throughout their work?*
4. *Are children deepening their understanding of the areas being studied?*

**History: Age Related Statutory Coverage**

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|  | **Key Stage One Learning** | **Key Stage Two Learning** |
| **Knowledge** | 1. Changes within living memory
2. Events beyond living memory that are significant nationally or globally
3. The lives of significant individuals in the past who have contributed to national and international achievements
4. Significant historical events, people and places in their own locality
 | * Changes in Britain from the Stone Age to the Iron Age
* The Roman Empire and its impact on Britain
* Britain’s settlement by Anglo-Saxons and Scots
* The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor
* A local history Study
* A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
* The Achievements of the earliest civilisations – *Ancient Egypt*
* A study of Greek life and achievements and their influence on the western world
* A non-European society that provides contrasts with British History – *The Mayans*
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| **Skills** | 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. | 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. |

**Overview of Progress/Planning Progression**

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge 1, 2 & 3** | **Knowledge 2, 3 & 4** | **Stone Age** **Ancient Egypt** | **Ancient Greece Romans** | **Anglo-Saxons Vikings Mayans** | **Beyond 1066 Local Study** |
| Identify old and new from pictures Use stories as sources for answering questions about the past Observe and handle artefacts, and use this to ask and answer questions | Identify old and new from artefacts Use pictures and artefacts for answering questions about the past Summarise their learning into short sentences Ask questions about what they have heard or seen | Use more complex sources of primary and secondary information Use the internet for research Understand that events from the past are represented and interpreted in different ways Interpret the past through role play – e.g. hot seating | Use a range of documents and printed sources Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task Support own point of view using evidence Understand that some evidence is limited | Rank sources of information in order Identify differences between different versions of the past Give a balanced view of interpretations of the past, using different points of view Make conclusions with evidence as to the most likely version of events | Devise historically valid questions about change, cause, similarity and difference Interpret the past using a range of concepts and ideas Understand the role of opinion and propaganda |
| Tell stories from the past Identify some things from their own past Know some of the main events and people studied in a topic Show some understanding of aspects of the past beyond living memory | Pick out the main elements of stories they have heard about the past Explain what they think is important about the past and explain reasons why Identify any important changes which happened at the time being studied | Guess what objects from the past were used for, using evidence to support answers Summarise the main events from a period in history, using their characteristics Begin to understand why some people acted as they did and give reasons | Understand differences in social, religious, political and cultural history Know some similarities and differences within a period of time e.g. the lives of rich and poor Describe how some things from the past affect life today  | Organise a series of relevant historical information, and check this for accuracy Describe the main changes in a period of history, from several perceptions – e.g. political, cultural Explain their own point of view, justifying this with a broad range of evidence  | Begin to understand significance Speculate and hypothesise about the past, formulating their own theories about reasons for change |
| Use simple words and phrases to describe the past - after, before, between Arrange objects in order of their age Begin to use very simple time lines to order some recent events  | Use more complex phrases to describe time – a long time ago, centuries ago... Sort recent historical studies into a broad time Understand BC and AD | Use dates and terms accurately, using key dates when describing events Understand the concept of decades and centuries and use this to divide the past into periods of time Use a timeline with dates, including both BC and AD  | Use a full range of dates and historical terms Use a time line to place events, periods and cultural movements Describe and make links between events and changes | Identify changes across periods of time, using chronological links Begin to identify causal factors in change | Note connections, contrasts and trends over time Speculate how present events and actions might be seen and judged in the future …. |

**Suggestions for Activities to Meet the Curriculum Intent**

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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