



UNLOCKING POTENTIAL
LEVELLING THE SOCIAL AND ACADEMIC ARENA
'Compassion, Creativity, Courage'
History Curriculum KS2

History gives us a sense of identity. It is about real people who lived, and real events which happened in the past. We want our children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We will learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in our current times. Studying history will help the children to understand the values of our society and the range of human achievements and aspirations. They will develop the skills to ask perceptive questions, think critically, evaluate evidence and develop their own thoughts and opinions. It will enable the children to understand the relationship between different groups, their own identity and the challenges of their time.

We aim to develop SMSC through History by:

Spiritual Development: Fostering the mystery of how and why events in the past happened and their many causes. Helping children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events. Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors.

Moral Development: Encouraging pupils to comment on moral questions and dilemmas from the past. Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation. Developing open mindedness when considering the actions and decisions of people from the past.

Social Development: Encouraging pupils to think about what past societies have contributed to our culture today. Promoting pupils own social development through working together and problem solving. The study of social issues is a common theme in History lessons. Exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'

Cultural Development: Developing a better understanding of our multicultural society through studying links between local, British, European and world history. Gaining an understanding of, and empathy with, people from different cultural backgrounds. Examining how other cultures have had a major impact on the development of British culture.

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Magna Carta / Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of famous British people, students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work. Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

	Key Stage 2
Knowledge	<p>Knowledge / understanding of British history 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 Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066</p>
	<p>Local History</p> <p>Local study</p>
	<p>Knowledge / understanding of wider world history. The achievements of the earliest civilizations; depth study of one of: Egypt; Ancient Greece – life, achievements, influence. Non-European society that contrasts with British history. One of: early Islamic civilizations inc study of Baghdad c 900AD; Mayan civilization c. 900 AD; Benin (west Africa) c. 900-1300.</p>
Skills	<p>Continue to develop chronologically secure knowledge of history; Establish clear narratives within and across periods studied; Note connections, contrasts and trends over time; Develop the appropriate use of historical terms; Regularly address and sometimes devise historically valid questions; Understand how knowledge of the past is constructed a range of sources; Construct informed responses by selecting and organising relevant historical information; Understand that different versions of the past may exist, giving some reasons for this.</p>

Knowledge	Progression of skills	Key assessment criteria
<p>YEAR 3</p> <p>Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: late Neolithic hunter gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Regularly address and sometimes devise historically valid questions;</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Use dates and terms related to the study unit and passing of time;</p> <p>Sequence several events or artefacts;</p> <p>Observe small details – artefacts, pictures;</p> <p>Find out about everyday lives of people in time studied;</p> <p>Compare with our life today;</p> <p>Select and record information relevant to the study;</p> <p>When reminded appropriate historical vocabulary is used to communicate, including: dates, time period, era, change, chronology.</p> <p>Begin to use the library and internet for research;</p> <p>Develop the appropriate use of historical terms;</p>	<p>I am developing a good knowledge of the chronological order of the past and with structured activity, the past can be placed in order on a timeline.</p> <p>I know about many of the differences between the stone, bronze and iron ages;</p> <p>I am able to describe what a typical day would have been like for a stone age man, woman or child.</p>
<p>The Roman Empire and its impact on Britain</p> <p>Examples (non-statutory) This could include:</p> <p>Julius Caesar’s attempted invasion in 55-54 BC</p> <p>the Roman Empire by AD 42 and the power of its army</p>	<p>Use a range of sources to find out about a period;</p> <p>Distinguish between different sources – compare different versions of the same story;</p> <p>Look at representations of the period – museum, cartoons etc;</p> <p>Find out about everyday lives of people in time studied;</p> <p>Compare with our life today;</p> <p>Identify reasons for and results of people's actions;</p> <p>Understand why people may have wanted to do something;</p>	<p>I know at least three things the Romans did for our country;</p> <p>I know that Rome was a very important place, important decisions were made there, and who made them;</p> <p>I know about the lives at least two famous Romans and I can explain how a significant figure influenced change.</p>

<p>successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts Understand more complex terms eg BC/AD</p>	
<p>YEAR 4</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Examples (non-statutory)</p> <p>This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p>	<p>Place events from period studied on time line;</p> <p>Use terms related to the period and begin to date events;</p> <p>Use evidence to reconstruct life in time studied;</p> <p>Identify key features and events of time studied;</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Look at the evidence available</p> <p>I know how historic items and artefacts have been used to help build up a picture of life in the past.</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</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 the library and internet for research</p>	<p>I know the significance of Alfred the Great.</p> <p>I use a timeline to show when the Anglo-Saxons were in England.</p> <p>I summarise how Britain may have learnt from other countries and civilisations (historically and more recently)</p>
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Examples:</p> <p>This could include:</p> <p>Viking raids and invasion</p> <p>resistance by Alfred the Great and Athelstan, First king of England</p>	<p>Place events from period studied on time line;</p> <p>Use terms related to the period and begin to date events;</p> <p>Identify key features and events of time studied;</p> <p>Look for links and effects in time studied;</p> <p>Offer a reasonable explanation for some events;</p> <p>Look at the evidence available;</p> <p>Begin to evaluate the usefulness of different sources;</p>	<p>I know that Britain was invaded on more than one occasion.</p> <p>I know that the Anglo Saxons and Vikings were often in conflict.</p> <p>I can show on a map where the Vikings came from and where they invaded our country.</p>

<p>further Viking invasions and Danegeld</p> <p>Anglo-Saxon laws and Justice</p> <p>Edward the Confessor and his death in 1066</p>	<p>Use text books and historical knowledge; Use evidence to build up a picture of a past event; Ask a variety of questions; Use the library and internet for research.</p>	<p>I know why the Vikings often won in battle against the Anglo Saxons.</p>
<p>A local history study Examples: a depth study linked to one of the British areas of study listed above</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Place events from period studied on time line; Look at the evidence available; Begin to evaluate the usefulness of different sources; Use text books and historical knowledge; Use evidence to build up a picture of a past event; Ask a variety of questions; Use the library and internet for research</p>	<p>I research to find answers to specific historical questions about our locality.</p> <p>I know how historic items and artefacts have been used to help build up a picture of life in the past.</p>
<p>YEAR 5 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Examples (non-statutory)</p> <p>the changing power of monarchs using case studies such as Anne and Victoria</p> <p>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</p> <p>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>a significant turning point in British history, for</p>	<p>Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Study different aspects of different people - differences between men and women Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Compare accounts of events from different sources – fact or fiction Examine causes and results of great events and the impact on people Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Offer some reasons for different versions of events</p>	<p>I know how crime and punishment has changed over a period of time</p> <p>I draw a timeline with different historical periods showing how crime and punishment has changed.</p> <p>I know how Britain has had a major influence on the world.</p> <p>I describe events from the past using dates when things happened.</p> <p>I know how an event from the past has shaped our life today</p> <p>I know how Britain has had a major influence on the world</p>

<p>example, the first railways or the Battle of Britain</p>		
<p>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</p>	<p>Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence</p>	<p>I describe events from the past using dates when things happened</p> <p>I know about the main events from a period of history, explaining the order of events and what happened</p> <p>I know that many of the early civilisations gave much to the world</p>
<p>YEAR 6 Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Place current study on time line in relation to other periods of history studied in previous year groups Use relevant dates and terms Sequence up to 10 events on a time line Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied 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 time</p>	<p>I know and can describe the impact that the Ancient Greeks had on the world.</p> <p>I know how to place features of historical events and people from the past societies and periods in a Chronological framework.</p> <p>I understand how knowledge of the past is constructed from a range of sources and that different versions of the past may exist, giving some reasons for this</p>

	<p>studied</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>Confidently use the library and internet for research</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 gathered from several sources together in a fluent account</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	
<p>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.</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</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 time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</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</p>	<p>I know how to place features of historical events and people from the past societies and periods in a Chronological framework</p> <p>I research in order to find similarities and differences between two periods of history</p>

	<p>different conclusions Confidently use the library and internet for research</p> <p>Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	
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