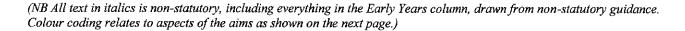
National Curriculum history — aspects to develop (September 2014)

K	Key Stage 1						
Knowledge / understanding of British history		Knowledge / understanding of wider world history		The	The ability / disposition to:		
a	Changes within living memory - used, where appropriate, to reveal		Events from beyond living memory that are	۵	Be aware of the past, using common words & phrases relating to time		
	changes in national life		significant nationally or globally		Fit people/events into chronological framework		
	See also wider world history		Lives of significant		Identify similarities / differences between periods		
Loc	al history		individuals in the past who have contributed to		Use wide vocabulary of everyday historical terms		
	Significant historical events, people and places in their own locality		national and international achievements. Some		Ask and answer questions		
			should be used to compare aspects of life in different periods		Choose and use from stories and other sources to show understanding		
					Understand some ways we find out about the past		
					Identify different ways in which past is represented		
Key Stage 2 The following areas of study taught through a combination of overview and depth studies							
Kno hist	owledge / understanding of British		wider world history Continue to develop chronologically secure knowledge				
	Changes in Britain from the Stone						
	Age to the Iron Age	ч	earliest civilizations;		•		
	The Roman Empire and its impact on Britain	•	Sumer	_	studied		
	Britain's settlement by Anglo-	•	Egypt		Note connections, contrasts and trends over time		
	Saxons and Scots				Develop the appropriate use of historical terms		
	Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor		achievements, influence		Regularly address and sometimes devise historically valid questions		
	An aspect or theme of British history that extends pupils' chronological		Non-European society that contrasts with British history. One of:		Understand how knowledge of the past is constructed from a range of sources		
7	knowledge beyond 1066	•	inc study of Baghdad c		Construct informed responses by selecting and organising relevant historical information		
Loc	al history	•	Mayan civilization c. 900	\Box	Understand that different versions of the past may		
	A local study	•			exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)		
			. *				
K	ey Stage 3 The following areas o	### Ancient Greece - life, achievements, influence Confessor Hemen by Anglo- good 1066 **Non-European society that contrasts with British history conformation (west Africa) c. **Proposition of the Stone of British (west Africa) c. **Proposition of the stone of British (west Africa) c. **Proposition of the stone of British (west Africa) c. **Proposition of the stone of British (west Africa) c. **Proposition of the stone of British (west Africa) c. **Proposition of the stone of British (west Africa) c. **Proposition of the study of a significant society or issuer in world history **Proposition to:** **Proposition to:** **Proposition to:** **Proposition to:** **Proposition to:** **Continue to develop chronologically secure knowledge of history shulder on the bility / disposition to:** **Indus Valley					
Knowledge / understanding of British Knowledge / understanding of The ability / disposition to:							
	Development of Church, state and society 1066-1509		At least one study of a		knowledge of history and a well-informed context for		
	Development of Church, state and		in world history and its		-		
	society 1509-1745		world developments		contrasts and analyse trends within periods and over		
	empire 1745-1901		(see also British history)	· · · · · · · · · · · · · · · · · · ·			
	Challenges to Britain, Europe and the wider world 1901 to present day(including the Holocaust)						
An aspect or theme of British history that consolidates and extends pupils' chronological knowledge from before					Create relevant, structured and evidentially supported accounts		
_	1066				Understand how different types of sources are used rigorously to make historical claims		
Loca	ll history				Discern how and why contrasting arguments and		
	A local study				interpretations of the past have been constructed		

Progression in history involves developing historical perspective through ...

- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history's key concepts (see section 5 below *)
- greater independence in applying all these qualities



Work likely in	Early Years 👈	work likely at KS1 to ->	work likely at KS2 to =	work likely at KS3
1. Chronological knowledge / understanding (including characteristic features of periods)	Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members.	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trend within periods and over lor arcs of time
2. Historical terms eg empire, peasant	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms	Use historical terms and concepts in increasingly sophisticated ways
3. Historical enquiry - Using evidence / Communicating ideas	Be curious about people and show interest in stories Answer 'how' and 'why' questions in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain	Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by Selecting and organising relevant historical information	Pursue historically valid enquiries * including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts
4. Interpretations of history	·	Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this	Discern how and why contrasting arguments and interpretations of the past have been constructed
* 5 – Onestio	ns relate to these key concents that:	underpin all historical enquiry, deve	laned through regular re-visiti	na in a range of contexts.
5a. Continuity and change in and between periods	Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies	Identify and explain change and continuity within and across periods
5b. Cause and consequence	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historic events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Understand and explain / analyse diverse experience and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people	 Recognise and describe special times or events for family or friends 	Talk about who was important eg in a simple historical account	 Identify historically significant people and events in situations 	 Consider/explain the signif icance of events, people an developments in their context and in the present.