

## **KS1-KS2 History Objective Overview (2022-23)**

### **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

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History – Key Stages 1 and 2

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.

### **Subject Content**

#### **Key stage 1**

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.

#### **Key Stage 2**

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.

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Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>1</b>			Stone age to Iron Age	South Africa at the time of Nelson Mandela Chronology Changes in Living Memory	A non-European society that provides contrasts with British history. Mayans - mentioned in novel The Explorer.	Explorers of the Arctic/Antarctic eg. Shackleton
<b>2</b>	Kings and Queens Castles - The battle of Hastings	Changes within living memory (Changes to our environment)		Ancient Greece Comparative study Comparison over time Trends over time		Early civilisation/achievements: Explore ancient Chinese societies, its features and characteristics The Mongol Empire
<b>3</b>	Significant Individuals	The lives of significant individuals in the past who have contributed to national and international achievements (Inspirational people)			A study of a significant period of British history - Battle of Britain	History and development of electricity, eg. Edison, Faraday and Franklin.

## Progression of Skills History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> <li>Show their emerging knowledge and understanding of the past by:</li> <li>Recognise the distinction between past and present Identifying some similarities and differences between their present and aspects of the past Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months)</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - check with reference book</li> <li>Sequence photographs etc. from different periods of their life</li> <li>Describe memories of key events in lives</li> <li>Show their developing knowledge and understanding of the past by:</li> <li>Recognise the distinction between present and past in their own and other people's lives</li> <li>Identify some similarities and differences between ways of life in different periods</li> <li>Know where some people and events fit into chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...)</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> <li>Show their increasing knowledge and understanding of the past by:</li> <li>Using specialist dates and terms and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...) Making some links between and across periods</li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms eg BC/AD</li> <li>Show their increasing knowledge and understanding of the past by:</li> <li>Using specialist dates and terms and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...)</li> <li>Making some links between and across periods</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> <li>Show their chronologically secure knowledge by:</li> <li>Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...)</li> <li>Identifying where periods studied fit into a chronological framework by noting connections, trends ad contrasts over time</li> <li>Know and understand the history of these islands as coherent, chronological narrative, from the earliest times to</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a time line</li> <li>Show their chronologically secure knowledge by: Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...)</li> <li>Identifying where periods studied fit into a chronological framework by noting connections, trends ad contrasts over time Know and understand the history of these islands as coherent, chronological narrative, from the earliest times to the present day</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> <li>Children know and recount episodes from stories about the past</li> <li>To tell the difference between past and present in their own and other people's lives by:</li> <li>Using parts of stories,</li> <li>and features of events</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> <li>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied by:</li> <li>Use parts of stories and other sources to show that they know and understand key features of events</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> <li>Be able to describe some of the main events, people and periods they have studied by: Understanding some of the ways in which people's lives have shaped this nation Describing how Britain has influenced and been influenced by the wider word</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> <li>Be able to describe some of the main events, people and periods they have studied by:</li> <li>Understanding some of the ways in which people's lives have shaped this nation Describing how Britain has influenced and been influenced by the wider word</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women</li> <li>Examine causes and results of great events and the impact on people</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of lie with the same aspect in another period</li> <li>Understanding significant aspects of history- nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind</li> <li>Gaining historical perspective by placing their growing knowledge into different contexts... between cultural, economic, military, political religious and social history</li> <li>Establishing a narrative showing connections and trends within and across periods</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Know key dates, characters and events of time studied</li> <li>Show their knowledge and understanding of local, national and international history by:</li> <li>Understanding significant aspects of history- nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind</li> <li>Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history</li> <li>Establishing a narrative showing connections and trends within and across periods of study</li> </ul>



## KS1-KS2 History Objective Overview (2022-23)

Interpretations of history	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past – how reliable are their memories?</li> <li>Identify some of the basic ways the past can be represented</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/accounts/stories</li> <li>To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources – compare different versions of the same story</li> <li>Look at representations of the period – museum, cartoons etc</li> <li>Identify some of the different ways in which the past can be represented, and that different versions of the past may exist (artist's pictures, museum displays, written sources)</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> <li>Identify some of the different ways in which the past can be represented, and that different versions of the past may exist (artist's pictures, museum displays, written sources)</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> <li>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some reasons for this</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Confidently use the library and internet for research</li> <li>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some reasons for this</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li>Ask and answer questions about the past through observation and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details – artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Begin to use the library and internet for research</li> <li>Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past.</li> <li>Use some sources to start devising historically valid questions about change, cause, similarity and difference and significance.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> <li>Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past.</li> <li>Use some sources to start devising historically valid questions about change, cause, similarity and difference and significance.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use the library and internet for research with increasing confidence</li> <li>Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> <li>Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>To show what they know understand in different ways (speaking, role-play and drawing).</li> <li>Understand simple historical concepts such as now/then and same/different</li> <li>Using ICT</li> </ul>	<ul style="list-style-type: none"> <li>To show what they know and understand about the past in different ways (speaking, role play, drawing and writing). Understand historical concepts and use them to make simple connections and draw contrasts</li> <li>Using ICT</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology</li> <li>Using ICT</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology</li> <li>Using ICT</li> </ul>	<ul style="list-style-type: none"> <li>Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful section and organisation of relevant historical information using appropriate dates and terms</li> <li>Using ICT</li> <li>Recall, select and organise historical information</li> </ul>	<ul style="list-style-type: none"> <li>Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful section and organisation of relevant historical information using appropriate dates and terms</li> <li>Select and organise information to produce structured work, making appropriate use of dates and terms</li> <li>Using ICT</li> </ul>
Content	<ul style="list-style-type: none"> <li>Changes within living memory.</li> <li>Where appropriate, these should be used to reveal aspects of change in national life</li> <li>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]</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>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, Florence Nightingale and Edith Cavell]</li> <li>Significant historical events, people and places in their own locality</li> </ul>		<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>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</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>The Roman Empire and its impact on Britain</li> <li>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</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>A non-European society that provides contrasts with British history –one study chosen from: early Islamic civilization, including a study of Baghdadc.AD 900; Mayan civilization c. AD900; Benin (West Africa) c. AD 900-1300.</li> <li>A local history study</li> </ul>			

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