

National Curriculum Objectives – History

KS1

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.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- the lives of significant individuals in the past who have contributed to national and international achievements. 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, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

KS2

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.

Pupils should be taught about:

- 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 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.

Skill	Year 1	Year 2
Chronological Understanding	<ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Order a set of events or objects • Use a timeline to place important events. • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. 	<ul style="list-style-type: none"> • Understand and accurately use the words past, present, then, now, before and after when telling others about an event. • Recount changes in their own life over time. • Understand how to sequence people, events and objects in order of when they happened and give reasons for the order. • Use a timeline to place important events.
Knowledge and Understanding of Events	<ul style="list-style-type: none"> • Identify objects from the past • Begin to identify differences between items from the past and similar items now • Give examples of how their childhood differs from the childhood of their grandparents • Recognise that we celebrate certain events (e.g. bonfire night) because of what happened many years ago. • Compare and contrast their locality now and in the past. 	<ul style="list-style-type: none"> • Discuss and understand the significance and meaning of recurring historical events/celebrations (remembrance day, bonfire night) • Appreciate that some famous people have made our lives better today (Christopher Columbus-Explorers) • Learn about the life of someone famous in Britain. (Mary Anning - David Hockney- Jowett Family) • Explain why Britain has a special history by naming some famous events and people • Recount interesting facts about a historical event (e.g. how the Great Fire of London started) • Understand that we have a monarch (and that Britain has been ruled by a monarchy for many years) • Explain what is meant by a 'parliament'
Historical Enquiry and Interpretation	<ul style="list-style-type: none"> • Ask and answer questions about old and new objects. • Ask and answer questions using an artefact or photograph provided. • Give a plausible explanation about what an object was used for in the past. • Find out more about a famous person from the past and carry out research on them. 	<ul style="list-style-type: none"> • Ask and answer questions using a wider range of sources including people, photographs, non-fiction books and the internet. • Identify the different ways in which the past is represented and how we learn about the past.
Area of Study	<ul style="list-style-type: none"> • Toys from the past and present • The History of Me • The Gunpowder Plot • Blackbeard - Pirates • Bradford: past and present 	<ul style="list-style-type: none"> • The Egyptians/ Moroccans – (class name work) • The Great Fire of London • The Queen compared with Charles II • George Stephenson compared with Isambard Kingdom Brunel • Compare trains past and present • History of dinosaurs with links to Mary Anning • Black History Month (Rosa Parks, Martin Luther King Jr.)

Skill	Year 3	Year 4
Chronological Understanding	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Understand and use the vocabulary: ancient, century and decade • Use a timeline to place historical events in chronological order. • Describe dates and order significant events from the period studied (Knowledge organisers and paragraph at the end of this half term.) 	<ul style="list-style-type: none"> • Plot historical periods on a timeline using centuries • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and refer to this when placing events • Order significant events and dates on a timeline • Describe the main changes in a period in history
Knowledge and Understanding of Events	<ul style="list-style-type: none"> • Recognise that Britain has been invaded by several different groups over time • Understand how life was different during the past, including: travel, food, weapons and communication • Start to understand how and why early settlements developed in Britain • Begin to suggest why certain events happened as they did in history • Use evidence to describe buildings and their uses for people in the past 	<ul style="list-style-type: none"> • Recognise that Britain has been invaded in the past and that this has influenced life in Britain • Suggest why certain people acted as they did in history • Use evidence to show how the lives of rich and poor differed • Describe how some of the things I have studied from the past affect/influence the present
Historical Enquiry and Interpretation	<ul style="list-style-type: none"> • Gather evidence about the past through visits to sites of historical interest. • Ask questions and find answers about the past using different sources. • Recognise the part that archaeologists had/have in helping us understand the past. • Discuss similarities and differences between different periods of history. 	<ul style="list-style-type: none"> • Research two versions of an event and see how they differ. • Hypothesise what life would have been like for different people in the past. • To begin to choose appropriate sources and select evidence from those sources to respond to an historical question. • Give more than one reason to support an historical argument.
Area of Study	<ul style="list-style-type: none"> • a non-European society that provides contrasts with British history –The Maya Civilisation • the Roman Empire and its impact on Britain • Pompeii (volcanoes topic) 	<ul style="list-style-type: none"> • the Stone Age • 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

Skill	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> • Refer to dates and use historical chronological language in their work • Describe the main changes in a period in history • Order significant events, movements and dates on a timeline • Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. 	<ul style="list-style-type: none"> • Order significant events, movements and dates on a timeline. • Place a specific event on a timeline by decade • Identify and compare changes within and across different periods • Place features of historical events and people from past societies and periods in a chronological framework
Knowledge and Understanding of Events	<ul style="list-style-type: none"> • Describe similarities and differences between different people, events, time periods and artefacts • To understand how major events in British History have contributed to formation of the United Kingdom • Give reasons for specific events, supported by evidence • Make links between features of past societies e.g. weaponry, homes 	<ul style="list-style-type: none"> • Chronologically summarise the main events from a specific historical period • Recognise and describe change and continuity across periods of history • To give specific examples of how major events in British and World History have impacted aspects of British society today e.g. role of women • To understand how Empire has contributed to and been affected by historical events
Historical Enquiry and Interpretation	<ul style="list-style-type: none"> • Appreciate how historical artefacts have helped us understand about British lives in the past. • Form an interpretation of historical events or figures using sources. • Take bias into account when researching an historical event or figure. 	<ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation and that this effects interpretations of history. • Give reasons why there may be different accounts of history. • Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. • Use a range of evidence from different sources to describe a key event from Britain's past.
Area of Study	<ul style="list-style-type: none"> • 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 – ANCIENT EGYPT (BC/AD, ancient, century, decade, timelines, 'a day in the life of', food, communication, jobs, clothing, archaeologists, comparison) • a local history study – SALTAIRE 	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WORLD WAR II • Ancient Greece – a study of Greek life and achievements and their influence on the western world

Additional coverage of history curriculum through assembly plan:

Pupils develop an understanding of parliamentary and democratic process (and how these have evolved in Britain) Thursday extra assemblies.