



**HC AT**

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**History Curriculum**

## History

### 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.

#### 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.

#### 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.

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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.

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Assessment Criteria- Incerts	Transition	LKS1	UKS1	LKS2	USK2
<b>Children show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time.</b>	I can sort events or objects into groups (then and now) I use timelines to order events or objects. I understand how to put a few events or objects in order of when they happened. I 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, when my parents were longer.				
<b>Children know and recount episodes from stories about the past.</b>	I have looked at books to help me find out about the past. I have listened to stories about the past. I tell stories about the past (sometimes using role play)				
<b>Children find answers to some simple questions about the past from sources of information.</b>	I look at pictures and ask, "Which things are old and which are new?" I answer questions about events, using 'before' and after to describe when something happened. I look at objects from the past and ask, "What were they used for?" and try to answer. I look at pictures from the past and ask, "What were people doing?"				
<b>Children recognise the distinction between present and past in their own and other people's lives.</b>	I understand the difference between things that happened in the past and the present. I know about things that have happened to me in the past. I know some things that happened to other people in the past.				
<b>Organisation and communication</b>	I can draw pictures and write about them to tell others about the past. I can write in sentences things I have found out about the past.				
		LKS1	UKS1	LKS2	USK2
<b>Children show a developing sense of chronology.</b>		I understand and use the words past and present when telling others about an event. I can recount changes in my own life over time. I understand how to put people, events and objects in order of when they happened. I use words and phrases such as: recently, when my parents	I use dates and terms accurately. I use a timeline to place events I have found out about. I can name the date of any significant event from the past that I have studied and place it in, approximately, the right place on a time line. I use words such as century, decade, before Christ, after, before,		

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		were children, decades and centuries.	during to describe the passing of time.		
<b>Children use factual knowledge and understanding of aspects of History to describe characteristic features of past societies and periods &amp; begin to make links between them.</b>				<p>With help, I choose reliable sources of factual evidence to describe settlements of people in the past.</p> <p>With help, I choose reliable sources of factual evidence to describe the clothes, way of life and actions of the people from the past.</p> <p>With help, I choose reliable sources of factual evidence to describe buildings and their uses of people from the past.</p> <p>With help, I choose reliable sources of factual evidence to describe what was important to people from the past.</p> <p>With help, I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed.</p> <p>With help, I choose reliable sources of factual evidence to find out how any of the above have changed during a time period.</p> <p>I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during, to describe the passing of time.</p>	<p>I choose reliable sources of factual evidence to describe settlements of people in the past.</p> <p>I choose reliable sources of factual evidence to describe the clothes, way of life and actions of the people from the past.</p> <p>I choose reliable sources of factual evidence to describe buildings and their uses of people from the past.</p> <p>I choose reliable sources of factual evidence to describe what was important to people from the past.</p> <p>I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed.</p> <p>I choose reliable sources of factual evidence to find out how any of the above have changed during a time period.</p> <p>I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during, to describe the passing of time.</p>
<b>Children describe some of the main events, people and changes.</b>		<p>I as “what was it like for people in the past?” and use information to help me answer the question.</p> <p>I look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p>	<p>I use evidence to describe settlements of people in the past.</p> <p>I use evidence to describe the clothes, way of life and actions of the people from the past.</p> <p>I use evidence to describe buildings and their uses of people from the past.</p> <p>I use evidence to describe what was important to people from the past.</p> <p>I use evidence to show how the lives of rich and poor people from the past differed.</p>	<p>I can describe the main changes in a period of history using words such as ‘social’, ‘religious’, ‘political’, ‘technological’ and ‘cultural’.</p>	<p>I can describe the main changes in a period of history using words such as ‘social’, ‘religious’, ‘political’, ‘technological’ and ‘cultural’.</p>

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			I use evidence to find out how any of the above have changed during a time period.		
<b>Children begin to give reasons, for and result of, the main events and changes.</b>			I use evidence to find out how things may have changed during a time period. I use evidence to give reasons why changes may have occurred.	I give my own reasons why changes may have occurred, backed up by evidence.	I give my own reasons why changes may have occurred, backed up by evidence I have researched. I show on a timeline the changes that I have identified.
<b>Children use sources of information from the past.</b>		I have looked at books and pictures. I have listened to stories and eye witness accounts. I have looked at artefacts and visited historical places. I have used information to describe the past. I use information I have found out about the past to describe the differences between then and now.	I use documents, the internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries and visits to sites to collect evidence about the past. I ask "What was it like for a...(child, rich person) during...?" I suggest sources to help me answer questions.	I use documents, the internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries and visits to sites to collect evidence about the past. I ask "What was it like for a...(child, rich person) during...?" I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.	I use documents, the internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries and visits to sites to collect evidence about the past. I ask "What was it like for a...(child, rich person) during...?" I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.
<b>Children identify aspects of the past and explore different ways it is represented.</b>		I have looked at two versions of the same event in history and have identified differences in the accounts. I give reasons why there may be different accounts of history.  I can recount the main events from a significant event in history. I ask "How long ago did an event happen?" and try to work it out using language such as; a short time ago, a very long time ago.  For example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	I have looked at two versions of the same event in history and have identified differences in the accounts. I give reasons why there may be different accounts of history.	I have looked at different versions of the same event in history and have identified differences in the accounts. I know that people both now and, in the past, represent events or ideas in a way that persuades others. I know and understand that it is important to know that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. I give clear reasons why there may be different accounts of history.	I evaluate evidence, which helps me to choose the most reliable forms. I know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past. I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

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<p><b>Children produce structured work, making appropriate use of dates and terms.</b></p>				<p>I use dates and terms accurately. I combine my speaking, writing, maths, ICT, drama and drawing skills when presenting my findings.</p>	<p>I use dates and terms accurately. I use key vocabulary of time to convey my understanding of the past. I combine my speaking, writing, maths, ICT, drama and drawing skills when presenting my findings.</p>
<p><b>Children show factual knowledge and understanding of aspects of the history of Britain and the wider world.</b></p>				<p>I can describe similarities and differences between some people, events and objects I have studied. I can describe how some of the things I have studied from the past affect life today.</p>	<p>I can describe similarities and differences between some people, events and objects I have studied. I can describe how some of the things I have studied from the past affect life today. I make links between some of the features of past societies (e.g. religion, houses, society, technology) I can explain 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><b>Organisation and communication</b></p>		<p>I can write about people, objects or events to tell others about the past.</p>	<p>I can present my findings using my writing skills. I can discuss the most appropriate way to present my findings, which I realise is for an audience.</p>	<p>I choose the most appropriate way to present my information, which I realise is for an audience.</p>	

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Year 1 Year 2 Year3 Year 4 Year 5 Year 6