

History

Y1



Changes within Living Memory

Chronological knowledge and understanding

CORE

- Can sequence 2 events or objects - Drawing pictures and using language (e.g. before/after, today/yesterday, first/next, morning/afternoon) (KPI)
- Recognise and use language relating to dates, including days of the week, months and years (KPI)
- Can explain how they have changed since birth (KPI)
- Make a simple zigzag timeline containing their birth date, ages 1, 2, 3, 4, and now (KPI)
- Using pictures, make a simple timeline showing the order in which family members were born (KPI)

WORKING DEEPER

- Maths link - Compare and describe lengths and heights (e.g. longer/shorter), mass/weight (e.g. heavier/lighter), and time (e.g. quicker, slower, earlier, later) (KPI)
- Maths link - Recognise and use language relating to dates, including days of the week, months and years (KPI)
- Maths link - Sequence events in chronological order (KPI)
- Science link - Seasonal changes (KPI)

Communication using historical terms

CORE

- Can describe similarities and differences in life for them/ their parents/older family members - orally, in drawings, etc. (KPI)
- Talk about events from own history using words that show the passing of time (KPI)

WORKING DEEPER

- Can explain orally how a change affected life, e.g. equipment/toys made of wood/metal before plastic, no refrigerators in great-grandparents' childhood, etc. (KPI)

Concepts

CORE

- Can talk about changes and list causes and consequences, drawing on what they already know from their family, or on background information provided by the teacher (KPI)
- Start to develop an awareness of the past and know that some things happened in the past (KPI)

WORKING DEEPER

- Can explain change in national life, showing understanding of concepts such as change, cause and consequence, similarity and difference (KPI)

Enquiry and interpretation- Using evidence and sources of information

CORE

- Begin to understand that personal accounts may differ (e.g. 1 grandparent may have a different story to another) (KPI)
- Identify one way we can find out about history, e.g. interviews, pictures, objects or museums (KPI)
- Start to ask and answer questions, using parts of stories and other sources to show that they know and understand key features of events (in own or family's life) (KPI)
- Start to ask own questions to find out about the past, e.g. ask parents/ grandparents what life was like when they were 5 years old (KPI)

WORKING DEEPER

- Ask deeper questions which lead to finding out about changes in detail (KPI)
- Can answer questions, using parts of stories and other sources, to show that they know and understand key events or changes (KPI)

Significant Historical Events, People and Places in the Locality

Chronological knowledge and understanding

CORE

- Can put a few significant local historical events, people and places in order on a timeline (KPI)

WORKING DEEPER

- Maths link: Know where the people and events they study fit within a chronological framework (KPI)

Communication using historical terms

CORE

- Design an information plaque/statue for the most significant event/person/ place in local area to inform others (KPI)
- Write a guide book of significant people, events and places in own locality, using a wide vocabulary of everyday historical terms (KPI)

WORKING DEEPER

- Write structured reports on places they know, using a range of historical terms (KPI)

Concepts

CORE

- Can explain, use and understand the term “significance” (KPI)
- Decide what is a significant event or place in the area from a list (KPI)

WORKING DEEPER

- Can suggest own choices of significant local events, people or places (KPI)
- Show understanding of historical concepts when writing, for example significance, continuity and change, cause and consequence, similarity and difference (KPI)

Enquiry and interpretation - Using evidence and sources of information

CORE

- Can interview visitors/museum staff, asking perceptive questions about famous people, events and places in the area (KPI)
- Consider the opinions of others (KPI)
- Explore local museums/sites/old maps to extend the range of sources used to find out about the locality in the past (KPI)
- Identify “old” places and buildings around them on a local walk (KPI)

WORKING DEEPER

- Understand personal accounts may vary, if presented from a different point of view (KPI)

Events beyond Living Memory

Chronological knowledge and understanding

CORE

- Add notes/ pictures on timeline to show what life was like at different times (KPI)
- Can put several objects/ events from over 100 years ago in order on a simple timeline (KPI)

WORKING DEEPER

- Understand importance of events and why dates are remembered. Maths link: Solve problems in context using place value, e.g. timelines and duration of events (KPI)

Communication using historical terms

CORE

- Record the sequence of events in pictures/words (KPI)
- Using historical terms and vocabulary, write a report on a sequence of events and draw conclusions using the discovered information (KPI)
- Use drama/role-play to show events and order ideas (KPI)

WORKING DEEPER

- Geography link: Link significant people and events to the places of the UK (KPI)
- English link: Discuss sequence of events and how items of information are related (KPI)
- Can write about real events and the experiences of others (real and fictional) (KPI)
- Can record cause and effect in both narrative and non-fiction (What has prompted a character's behaviour?) (KPI)

Concepts

CORE

- Identify similarities and differences between ways of life in different periods (KPI)

WORKING DEEPER

- Can begin to identify cause and effect (KPI)

Enquiry and interpretation - Using evidence and sources of information

CORE

- Begin to ask perceptive questions as they want to find out more about an event (KPI)
- Choose and use parts of stories and other sources to show they know and understand key features of events (KPI)
- Give more than one cause of an event and reasons why people acted as they did (KPI)
- Know the story of events can be explored through pictures, maps, museum visits, artefacts and firsthand accounts (diaries) (KPI)

WORKING DEEPER

- Begin to understand methods of historical enquiry, e.g. how evidence is used or how and why contrasting arguments and interpretations of the past have been constructed (e.g. why stories may show different viewpoints) (KPI)
- Make own judgements, e.g. "Who was to blame?" or "Who were the heroes?" (KPI)
- Make selective choices from sources of information to find evidence (KPI)

Lives of Significant Individuals

Chronological knowledge and understanding

CORE

- Know where the people/events fit within a chronological framework (KPI)
- Make a timeline showing different people (KPI)
- Study different people at different times to find out how they lived and travelled (KPI)
- Use information gained from information sources (stories, maps, films, pictures/ photographs, personal accounts, etc.) to annotate and illustrate the timeline (KPI)

WORKING DEEPER

- Maths Link: Maths problems in context involving place value – timelines, duration of events, etc. (KPI)

Communication using historical terms

CORE

- Make fact files on how life was different for 2 people, e.g. travel, food, clothes, homes (KPI)
- Write a diary as one person, using a range of information (KPI)

Concepts

CORE

- Identify similarities and differences between ways of life in different periods (KPI)

WORKING DEEPER

- Make a judgement on the significance of each person studied (KPI)

Enquiry and interpretation – Using evidence and sources of information

CORE

- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of their lives and events (KPI)
- Sort/match pictures of significant people with clothes, food, transport of the time (KPI)

WORKING DEEPER

- Explain some of the ways we find out about the past - may contain different viewpoints and representations (KPI)
- Understand how to interpret different sources (KPI)

History of the UK - Chronology

Chronological knowledge and understanding - Establishing clear narratives within and across the studied periods

CORE

- Produce an ongoing timeline of the period being studied, showing main events and changes across the period studied (KPI)
- Complete a grid to record changes across the time (KPI)
- Can understand that the past is divided into different named periods of time, using appropriate dates/chronological conventions, e.g. BC/BCE & AD/CE (Before Common Era/ Common Era) (KPI)

WORKING DEEPER

- Maths link - Construct a timeline using understanding of scale and place value (KPI)

Concepts

CORE

- Frame historically valid questions about change, cause, similarity and difference to understand complexity of people's lives and the process of change (KPI)
- Recognise that change occurred due to intelligence, inventiveness and human resolve to overcome difficulties of life at the time (KPI)

Enquiry and interpretation - Using evidence and sources of information

CORE

- Ask perceptive questions and suggest how artefacts were made or used and what life at the time was like (KPI)
- Understand how our knowledge of the past is constructed from a range of sources. (KPI)
- Make careful observations of artefacts (or photographs) to find out about the period (KPI)

WORKING DEEPER

- Understand that archaeological evidence is used to make historical claims, that contrasting arguments and interpretations of the past are constructed, and that new ideas on prehistory continue to develop as new finds are discovered (KPI)

Questioning and communication using historical terms

CORE

- Construct informed reports with thoughtful selection and organisation of relevant historical information (KPI)
- Retrieve and record information from non-fiction to answer own increasingly perceptive questions (KPI)

History of the World - Earliest Civilizations

Chronological knowledge and understanding

CORE

- Begin to add dates onto a simple timeline (KPI)
- Begin to make comparisons between 4 ancient civilisations and develop chronologically secure knowledge and understanding (KPI)
- Compare the achievements of the world civilisations with what was happening in Britain at the same time (KPI)
- Research when each of these civilisations started (KPI)
- Use depth study to further investigate 1 civilisation, understanding the similarities with the other 3 (KPI)

WORKING DEEPER

- Explore how Britain has influenced (and been influenced by) the wider world (KPI)
- Maths link: Using place value and negative numbers in the context of timelines (KPI)

Concepts

CORE

- Develop awareness of change, cause, similarity and difference, and significance (KPI)
- Show understanding of the word “civilisation” in talk (KPI)

Enquiry and interpretation – Using evidence and sources of information

CORE

- Explore things which early civilisations had in common, e.g. river location, development of writing and number systems (KPI)
- Explain how discoveries were made about the civilisations, which help us to learn more about them (KPI)
- Orally justify which is the most important achievement and invention of each civilisation (KPI)

WORKING DEEPER

- Geography link: Use maps to locate the rivers and sites of the first civilisations, and list the advantages of a city growing on the banks of a river (KPI)
- English link: Use simple organisational devices in non-narrative material, e.g. headings and subheadings (KPI)
- Explain which was the most influential civilisation overall (KPI)

Questioning and communication using historical terms

CORE

- Present recalled or selected information in a variety of ways, using specialist terms (KPI)
- Show curiosity by asking own questions (KPI)

WORKING DEEPER

- Raise own historically valid questions about change, cause, significance and comparisons between ancient civilisations (KPI)

History of the UK - Impact

Chronological knowledge and understanding

CORE

- Record increasing knowledge about the effect of this group on Europe, Britain and the local area, building on existing developments (KPI)
- Note connections, contrasts, trends over time (e.g. Roman Empire began 800 years before it reached Britain) (KPI)
- Understand that empires grow over time (KPI)
- Use and interpret online maps and timelines (KPI)

WORKING DEEPER

- Maths link: Add information to timeline throughout the study, adding dates of key events in the correct place as facts are discovered from personal research (KPI)
- Recognise the place value of each digit in a four-digit number when using the timeline to present day (KPI)
- Give a range of similarities/ differences between different times in the past in the periods covered so far (KPI)

Concepts

CORE

- Explain change, cause, impact and significance in writing (KPI)

Enquiry and interpretation - Using evidence and sources of information

CORE

- Describe how the past can be represented or interpreted in a few different ways e.g. different views from different members of society on invaders (KPI)
- Handle and use artefacts from the time as a source of evidence; explain how useful they are for information (KPI)
- Understand how our knowledge of the past is constructed from a range of sources (KPI)
- 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 (KPI)

WORKING DEEPER

- Draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry (mosaics) (KPI)
- Read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value (KPI)
- Maths link: Estimate and measure the weight, length and perimeter of an artefact; find out the area of rectilinear shapes by counting squares (e.g. explore mosaics) (KPI)

Questioning and communication using historical terms

CORE

- Compare the areas of different empires and draw conclusions about the comparative power and influence (KPI)
- Show a developing historical perspective through understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social contexts (KPI)
- Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement, e.g. debate and consider the impact on Britain (KPI)

WORKING DEEPER

- Present recalled or selected information in a variety of ways using specialist terms (KPI)

History of the World - Empires

Chronological knowledge and understanding

CORE

- Place the start and end of the period on a timeline, along with the periods studied in Y3 (KPI)
- Continue to annotate timeline throughout the study as they discover more about the time, noting connections (KPI)

WORKING DEEPER

- Understand how this period built on what had gone before and how it further influenced the world (KPI)
- Spoken English link: Articulate and justify answers, arguments and opinions (KPI)
- Maths link: Count backwards through zero to include negative numbers (KPI)
- English link: Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet and to help with spelling, e.g. Greek origins of the word "bicycle" (KPI)

Concepts

CORE

- Can make a few connections and contrasts, e.g. change, cause, similarity, difference and significance (KPI)
- Devise historically valid questions about change, cause, similarity, difference, and significance (KPI)

WORKING DEEPER

- Give reasons for and results of the main events and changes of a time studied and describe the significance for today (KPI)

Enquiry and interpretation – Using evidence and sources of information

CORE

- Explain what life was like for different groups of society, their diversity and relationships between them (KPI)
- Using a range of sources, explore the significance of the growth of the empire and influence on life today (KPI)

WORKING DEEPER

- English link: Retrieve and record information from non-fiction (KPI)
- Geography link: Using online maps, notice the spread of the empire over time, and links with other countries for trade (KPI)

Questioning and communication using historical terms

CORE

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information, using terms such as 'empire', 'civilisation' and 'democracy' (KPI)
- Describe the significance of the period and ideas from the period which still exist today (KPI)
- Ask further, progressively more historically valid questions as they discover more about the time (KPI)
- Select and justify why a particular achievement from the period was the greatest influence on the Western world (KPI)
- Start a list of questions for what they want to find out (KPI)

History of the UK - Settlement & Struggles

Chronological knowledge and understanding

CORE

- Recognise the subsequent consequence of significant events on settlements and life in Britain (KPI)
- Independently construct a timeline, showing the history of invasions and settlement of Europeans in Britain from the Romans until 1066 (KPI)
- Place significant events on the timeline throughout the study as an ongoing activity (KPI)
- Understand how Britain has been influenced by the wider world, e.g co-existence of and fights between different groups of settlers (KPI)

WORKING DEEPER

- Maths link: Apply knowledge of place value to construct an accurately scaled timeline. Add other significant dates into the correct place on the timeline (KPI)
- Establish clear narratives within and across the periods they study, e.g. note contrasts with the non-European study c. 900 (KPI)

Concepts

CORE

- Understand the cause and consequence of events (KPI)

WORKING DEEPER

- Make connections, draw contrasts and analyse trends (KPI)

Enquiry and interpretation - Using evidence and sources of information

CORE

- Rigorously use a range of sources, including artefacts and written resources, to build understanding of what life was like & influence on art, culture, law, settlements and religion (KPI)
- Understand how laws and justice systems introduced at the time were designed to exert control over different elements of society and other invaders (KPI)
- Understand that recent discoveries raised new evidence to challenge and aid knowledge about the time (KPI)
- When using evidence, show understanding that there may be bias and different viewpoints (KPI)

WORKING DEEPER

- Begin to understand human nature when studying achievements and follies of mankind during a period (KPI)
- Geography link: Conduct an enquiry into place names to inform which invaders settled in which regions, mapping on a blank map (KPI)
- Understand migration is not new, that there is a continuing history of people moving to Britain and how this has impacted on identity (KPI)

Framing historically valid questions

CORE

- Use key historical terms in a variety of structured, informed, extended written responses or descriptions of the main features of past societies/periods (KPI)

WORKING DEEPER

- Show increased ability to work as a historian by asking historically valid questions and by thinking critically, weighing evidence, sifting arguments in order to develop perspective (KPI)

History of the World - Contrasting Non-European Society c. 900

Chronological knowledge and understanding

CORE

- Can compare another civilisation which existed in the world at the same time as the Anglo-Saxon and Viking struggle in Britain at around 900 A.D. (KPI)
- Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they have studied (KPI)
- Can independently construct and add to an ongoing timeline to make comparisons between 2 societies at the same time (KPI)

WORKING DEEPER

- Can compare Britain at a given time with what was occurring elsewhere in the world at the same time (KPI)
- Recognise that a non-European civilisation could be more advanced than Britain at the same time and consider their influence on life today, e.g. astronomy, trade, medicine or education (KPI)

Concepts

CORE

- Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups and significance of that time (KPI)

Enquiry and interpretation – Using evidence and sources of information

CORE

- Demonstrate the methods of historical enquiry more independently, e.g. ask perceptive questions, think critically and weigh evidence (KPI)
- Draw conclusions on the complexity of life at the time, changes and relationships between groups (KPI)
- Know how Britain was influenced by the wider world (KPI)
- Use available evidence selectively to answer own raised questions about a distant past society (KPI)

WORKING DEEPER

- Analyse why a group were more sophisticated or advanced in terms of inventions, lifestyle, law, etc. (KPI)
- Show ability to challenge any misconceptions they may hold about other non-European societies (KPI)

Framing historically valid questions and creating own structured accounts, including written narratives and analyses, using historical terms

CORE

- Give reasons why some civilisations grew in power, but may have later declined or even disappeared (KPI)
- Use the term "civilisation" and understand its meaning (KPI)
- Conduct their own question-led research into features of a non-European society (KPI)

WORKING DEEPER

- Demonstrate greater historical perspective in structured extended writing by placing growing knowledge into different contexts (KPI)

History of the UK - Beyond 1066

Chronological knowledge and understanding

CORE

- Adds detail to the timeline during the ongoing studies to show how people's lives changed in the aspect studied (KPI)
- Can draw a timeline to scale independently, to show where the study over a wide arc of time fits into the wider story of British History; can record events, changes, causes and consequences on the timeline independently (KPI)
- Can note connections, contrasts and trends over time (KPI)
- Demonstrate coherent, chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they studied in KS2 (KPI)

WORKING DEEPER

- Show a historical perspective by placing knowledge into context, showing connections between national and international history and between economic, military, political, religious and social history (KPI)

Concepts

CORE

- Note effects of changes, causes and consequence for all sections of society and impact on their own life and identity (KPI)

WORKING DEEPER

- Construct informed responses in structured accounts, e.g. making connections and analysing trends, showing understanding of concepts such as continuity, change, cause and consequence (KPI)

Enquiry and interpretation – Using evidence and sources of information

CORE

- Answer a whole class enquiry question, drawing on a range of historical sources and different interpretations of information (KPI)
- Demonstrate maturity when sifting through arguments, coming to their own judgments and conclusions (KPI)
- Follow the cycle of historical enquiry independently by stating what they already know, finding the most relevant question to investigate, and evaluating how to analyse and present the information (KPI)
- Use evidence rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed (KPI)

WORKING DEEPER

- Show independence and the ability to make discerning choices of which sources or pieces of information to use when researching own questions (KPI)

Framing historically valid questions and creating own structured accounts, including written narratives and analyses, using historical terms

CORE

- Devise increasingly historically valid, perceptive questions about change, cause and significance during the study (KPI)

WORKING DEEPER

- English link: Write for a range of real purposes/audiences as part of work across the curriculum (KPI)

Local History Study

Chronological knowledge and understanding

CORE

- Understand how the past can have an impact on a local area and life today (KPI)
- Using a timeline, show a growing knowledge of the area, understanding the connections between local, regional, national and international history and between short- and long-term timescales (KPI)
- Show an understanding of what life was like for people living in the area in the past (KPI)

WORKING DEEPER

- Can explain how history "fits together" and how events from one time period affect another, e.g. make detailed links between features of past societies and periods (KPI)
- Develop a chronologically secure knowledge and understanding of local history, establishing clear narratives within and across the periods studied (KPI)

Concepts

CORE

- Understand the complexity of people's lives, the process of change, diversity of societies and relationships between different groups, as well as their own identity and challenges (KPI)

WORKING DEEPER

- Can explain most of the causes and results, showing links between them (KPI)

Enquiry and interpretation - Using evidence and sources of information

CORE

- Can devise an effective enquiry following the study of an artefact, documents, a visit to a significant local place/museum, a local walk or an interview (KPI)
- Make detailed use of a wide range of historical sources to help reach and support a conclusion (KPI)
- Select, interpret and evaluate a source of information about the local area, assessing usefulness and if there is any bias, etc. (KPI)
- Understand how knowledge of the past is constructed from a range of sources and list a range of sources for local history (KPI)

WORKING DEEPER

- Judge the value of sources and identify those that are useful for answering a question (KPI)
- Maths link: Apply mathematical skills when handling data from sources and documents, such as census material or records (KPI)
- Can suggest reasons for different interpretations of events, people and changes (KPI)

Framing historically valid questions and creating own structured accounts, including written narratives and analyses, using historical terms

CORE

- Explain their development as a historian - the tools and skills they have developed and how they think they will use these in the future (KPI)
- Thoughtfully select and organise relevant historical information, e.g. write a local guidebook for the community (KPI)
- Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement (KPI)

WORKING DEEPER

- Select appropriate sources and organise information to produce structured written work (KPI)