

# History



# Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
2. 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];
3. 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];
4. significant historical events, people and places in their own locality.

# Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

1. changes in Britain from the Stone Age to the Iron Age;
2. the Roman Empire and its impact on Britain;
3. Britain's settlement by Anglo-Saxons and Scots;
4. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
5. a local history study;
6. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
7. 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;
8. Ancient Greece – a study of Greek life and achievements and their influence on the western world;
9. 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.



# History at Berrycoombe

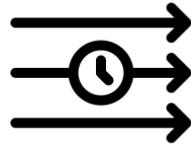
At Berrycoombe School History offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts and **knowledge** required in the National Curriculum. Berrycoombe School's History aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.



1. Historical Interpretation



2. Historical Investigation



3. Chronological Understanding



4. Knowledge and Understanding of Events, People and Changes in the Past



5. Presenting, Organising and Communicating



# History Curriculum Intent

... Why We Do, What We Do.



# 1. Historical interpretation



## **KS1 History National Curriculum**

*Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented..*

Children can:

- 1) Compare two versions of a past event;
- 2) Observe and use pictures, photographs and artefacts to find out about the past (and begin to make simple inferences about what they understand from them.
- 3) Use up to two simple stories or accounts to distinguish between fact and fiction For example: stories that contain Kings and Queens shown not be accurate when compared with a factual text about Kings and Queens
- 4) Explain that there are different types of evidence and sources that can be used to help represent the past. **Books, photos, diaries, artefacts**

## **LKS2 History National Curriculum**

*Children should understand how our knowledge of the past is constructed from a range of sources.*

Children can:

- 1) Look at up to three versions of the same event or story in history and identify differences and begin to understand why there are differences;
- 2) Investigate up to three different accounts of historical events and be able to explain some of the reasons why the accounts may be different.

## **UKS2 History National Curriculum**

*Children should understand how our knowledge of the past is constructed from a range of sources.*

Children can:

- 1) Find and analyse three different types of evidence about the past.
- 2) Use more than six pieces of evidence to offer three clear reasons for different interpretations of events, linking this to factual understanding about the past;
- 3) Consider three different ways of checking the accuracy of interpretations of the past;
- 4) Start to offer opinions on the difference between primary and secondary evidence (**A primary source gives original information. A secondary source takes information from primary sources and interprets it and the impact of this on reliability**)
- 5) Show an awareness of the concept of propaganda
- 6) Know that people in the past represent events or ideas in a way that may be to persuade others; **for example: Propoganda, newspaper reports during the war.**
- 7) Begin to evaluate the usefulness of different sources.



# 2. Historical Investigation



## **KS1 History National Curriculum**

Children should ask and answer questions, using other sources to show that they know and understand key features of events.

Children can:

- 1) Observe or handle up to six pieces of evidence to ask simple questions about the past;
- 2) Observe or handle up to four pieces of evidence to find answers to simple questions about the past on the basis of simple observations; **For example: Did people live in castles such as Restormal?** Look at pictures, non fiction texts, paintings, artefacts.
- 3) Choose and select up to three pieces of evidence and say what it tells us about the past and explain how how it can be used to find out about the past.

## **LKS2 History National Curriculum**

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- 1) use between six and eight sources to find out about the past;
- 2) Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of between six and eight pieces of relevant historical information **For example: How did the Roman occupation of Britain affect life for the British people? Children could look at pictures, accounts from different people (traders, slaves, Celtic tribe leaders). They could consider the changes the Romans brought to Britain- better roads, money, piped water and heating.**
- 3) Gather more detail from sources such as maps to build up a clearer picture of the past;
- 4) Regularly address and sometimes devise between six and eight of their own questions to find answers about the past;
- 5) Begin to undertake their own research.

## **UKS2 History National Curriculum**

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

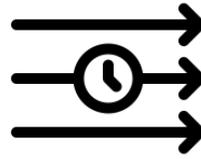
Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- 1) Recognise when they are using primary and secondary sources of information to investigate the past **For example: Diary entries compared to non fiction texts.**
- 2) Use up to twelve different pieces of evidence to collect evidence about the past, **such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;**
- 3) Select up to twelve relevant pieces of evidence (both primary and secondary) to address historically valid questions and construct detailed, informed responses;
- 4) Investigate their own lines of enquiry by posing up to six historically valid questions to answer.



# 3. Chronological Understanding



## **KS1 History National Curriculum**

*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.*

Children can:

1. Sequence artefacts and events that are within one century;
2. Order dates from earliest to latest on simple timelines covering no more than a century;
3. Sequence pictures from different periods covering no more than a century;
4. Describe memories and changes that have happened in their own lives;
5. Use words and phrases such as: **old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after** to show the passing of time.

## **LKS2 History National Curriculum**

*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.*

Children can:

1. Sequence up to 8 events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart (over a century), and terms related to the unit being studied and passing of time;
2. Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era).
3. Describe changes that happened over significant periods in British history **For example: The changes made by the end of The Stone Age leading into the Iron Age- development of alloys, settling in one place rather than moving with the seasons)**

## **UKS2 History National Curriculum**

*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.*

Children can:

1. Order up to 12 significant events, movements and dates on a timeline using dates accurately;
2. Accurately use dates and terms **AD, BC, century, era, civilization** to describe historical events;
3. Understand and describe in some detail the main changes to an aspect in a period in history (over more than a century- **For example: Life in ancient Greece and its impact on the Western World.**
3. Understand how some historical events/periods occurred concurrently in different locations, **e.g. Ancient Maya, Ancient Greece and Ancient Egypt.**



# 4. Knowledge and Understanding of Events, People and Changes in the Past



## **KS1 History National Curriculum**

*Pupils should identify similarities and differences between ways of life in different periods.*

Children can:

- 1) recognise some similarities and differences between the past and the present within one century.
- 2) Identify similarities and differences between ways of life in different periods covering no more than a century;
- 3) Know and recount episodes from stories and significant events in history covering no more than a century;
- 4) Understand that there are reasons why people in the past acted as they did;
- 5) Describe significant individuals from the past in the last century.

## **LKS2 History National Curriculum**

*Children should note connections, contrasts and trends over time.*

Children can:

- 1) Note up to six key changes over a period of time (over a century) and be able to give reasons for those changes;
- 2) Find out about the everyday lives of people in time studied compared with our life today;
- 3) Explain how people and events in the past (over a century) have influenced life today;
- 4) Identify key features, aspects and events of the time studied;
- 5) Describe connections and contrasts between aspects of history (more than a century), people, events and artefacts studied.

## **UKS2 History National Curriculum**

*Pupils should note connections, contrasts and trends over time. Children can:*

- 1) Identify and note connections, contrasts, and trends, over time in the everyday lives of people; **for example: Religious beliefs change, yet religious beliefs in some form persist, as new influences (through invasion /travel) are introduced the trend is that religious beliefs evolve in that community.**
- 2) Use appropriate historical terms such as **culture, religious, social, economic and political** when describing the past;
- 3) Examine causes and results of great events and the impact these had on people (**for example: high death rate from the plague, the causes of WW2.**)
- 4) Describe more than six key features of the past, including attitudes, beliefs and the everyday lives of men, women and children Describe up to 6 key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. For example: **The attitudes, beliefs and everyday lives of men women and children during WW2. ancient Greece, Ancient Egypt.**



# 5. Presenting, Organising and Communicating



## **KS1 History National Curriculum**

*Pupils should use a wide vocabulary of everyday historical terms.*

Children can:

- 1) Show an understanding of historical terms, such as **monarch, parliament, government, war, remembrance;**
- 2) Talk, write and draw about things from the past;
- 3) Use historical vocabulary to retell simple stories about the past, **For example: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after**
- 4) Use drama/role play to communicate their knowledge about the past.

## **LKS2 History National Curriculum**

*Pupils should develop the appropriate use of historical terms.*

Children can:

- 1) Use and understand appropriate historical vocabulary to communicate information such as **ruled, reigned, empire, invasion, conquer, kingdoms;**
- 2) Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;
- 3) Start to present ideas based on their own research about a studied period.

## **UKS2 History National Curriculum**

*Pupils should develop the appropriate use of historical terms.*

Children can:

- 1) Know and show a good understanding of historical vocabulary including abstract terms such as **democracy, civilisation, social, political, economic, cultural, religious;**
- 2) Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;
- 3) Plan and present a self-directed project or research about the studied period.

