



History – Programme of Study KEY STAGE 2						
	Content	Historical Enquiry Skills				
		Evidence and Interpretation	Change, continuity and significance.	Chronological Understanding	Knowledge and Understanding of Events and People/ Cause and Consequence	Presenting, organising and communicating information.
Prior learning: KS1 expectations	<p>Pupils will have been taught:</p> <ul style="list-style-type: none"> Changes within living memory. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality. 	<p>Pupils will have been taught:</p> <ul style="list-style-type: none"> Some of the ways in which we find out about the past and identify different ways in which it is represented. How to compare two versions of a past event. To observe and use evidence. To start to use stories or accounts to distinguish between fact and fiction. That there are different types of evidence and sources. 	<p>Pupils will have been taught:</p> <ul style="list-style-type: none"> To ask and answer questions using sources. To observe and explore evidence. To begin to ask and answer simple questions about their relation to the past. Pupils will be able to answer simple questions about the changes from past to present. To recognise some similarities and differences between the past and the present. 	<p>Pupils will have been taught:</p> <ul style="list-style-type: none"> To develop an awareness of the past, using common words and phrases relating to the passing of time. Where the people and events they study fit within a chronological framework. To sequence artefacts and events that are close together in time, order dates from earliest to latest on simple timelines, sequence pictures from different periods, To describe memories and changes that have happened in their own lives and use simple chronological vocabulary. 	<p>Pupils will have been taught:</p> <ul style="list-style-type: none"> To identify similarities and differences between ways of life in different periods. To choose and use parts of stories and other sources to show that they know and understand key features of events. To recount episodes from stories and significant events in history. To begin to understand that there are reasons why people in the past acted as they did. To describe significant individuals from the past. 	<p>Pupils are taught to use a wide vocabulary of everyday historical terms, including:</p> <ul style="list-style-type: none"> The understanding of historical terms, such as monarch, parliament, government, war, remembrance; use historical vocabulary to retell simple stories about the past; <p>Pupils will be able to show this understanding through drama/role play, discussion, drawings and written work (i.e. diary entries).</p>
Taught content: Knowledge/Skills						
Year 3-4	<p>Pupils are taught about:</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain. Ancient Egypt. 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To understand how our knowledge of the past is constructed from a range of sources. To look at multiple versions of the same event or story in history and identify differences. To investigate different accounts of historical events and be able to explain 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To answer and devise historically valid questions about change, cause, similarity and difference, and significance. To use of a range of sources . To select and organise relevant historical information. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history. Sequence several events, artefacts or historical figures on a timeline using dates . Understand that a timeline can be divided into BC and AD. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Develop historical enquiry skills in order for them to find out about the everyday lives of people in time studied compared with our life today, explaining how people and events in the past have influenced life today. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Develop the appropriate use of historical terms. Use and understand appropriate historical vocabulary to communicate information. Present, communicate and organise ideas about

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Subject and Key Stage

		some of the reasons why the accounts may be different.	<ul style="list-style-type: none"> To begin to independently research (sometimes devising questions). To identify connections, contrasts and trends over time. 		<ul style="list-style-type: none"> Identify key features, aspects and events of the time studied and describing connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>the past using models (l.e. drama role play and different genres of writing including letters).</p> <ul style="list-style-type: none"> Begin to present ideas based on their own research about a studied period.
Year 5&6	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; Ancient Greece. 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> That our knowledge from the past comes from a range of sources. To find and analyse a wide range of relevant evidence about the past. To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. To consider different ways of checking the accuracy of interpretations of the past. To start to understand the difference between primary and secondary evidence and the impact of this on reliability. To begin to show an awareness of the concept of propaganda. To begin to evaluate the usefulness of different sources. To construct informed responses through careful selection and organisation of key material. 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To recognise when they are using primary and secondary sources of information. To use a wide range of evidence. To investigate their own lines of enquiry by posing historically valid questions to answer. To identify and note connections, contrasts and trends over time in the everyday lives of people; 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of British, local and world history. To order an increasing number of significant events, movements and dates on a timeline using dates accurately. To accurately use dates and terms to describe historical events. To understand and describe in some detail the main changes to an aspect in a period in history. To understand how some historical events/periods occurred concurrently in different locations. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Note significant causes of change in history. Use appropriate historical terms. Examine causes and results of great events and the impact these had on people. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. 	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> A wide range of historical vocabulary including abstract terms. To present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing. To plan and present a self-directed project or research about the studied period.
Subsequent learning						
Year 6: Working at Greater Depth	<p>Pupils will show a secure understanding of the range of events and changes taught at KS2. Pupils will be able to apply this knowledge to a range of</p>	<p>Pupils will demonstrate that:</p> <ul style="list-style-type: none"> They are able to check the accuracy of evidence and use this to inform their answers. They can select reliable evidence from a range of sources. 	<p>Pupils will demonstrate that:</p> <ul style="list-style-type: none"> They have a secure understanding of how to develop historical enquiries. 	<p>Pupils will demonstrate that:</p> <ul style="list-style-type: none"> They have an accurate and secure knowledge of British, local and world history within and across the periods that they have studied. 	<p>Pupils will demonstrate that:</p> <ul style="list-style-type: none"> Effectively identify and distinguish causes and consequences of key historical events. 	<p>Pupils will demonstrate that:</p> <ul style="list-style-type: none"> A conscious use of a wide range key vocabulary applied to a range of curriculum areas.

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	<p>areas within the curriculum. Pupils will be able to recount information accurately.</p>	<ul style="list-style-type: none"> They can use their evidence and interpretation skills across the curriculum. 	<ul style="list-style-type: none"> That they are able to continuously and effectively use a wide range of evidence. That they can distinguish between connections, contrasts and trends over time. 	<ul style="list-style-type: none"> To accurately order a range of significant events, changes, individuals, discoveries etc on a timeline. To describe effectively the chronology of key historical events, the cause and consequences of those. 	<ul style="list-style-type: none"> Use a range of accurate historical terms when describes key historical events. Examine cause and consequence at greater detail. 	<ul style="list-style-type: none"> To effectively plan and deliver a range of self-directed research projects.
<p>KS3 Expectations</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> The development of Church, state and society in Medieval Britain 1066-1509. The development of Church, state and society in Britain 1509-1745. Ideas, political power, industry and empire: Britain, 1745-1901. Challenges for Britain, Europe and the wider world 1901 to the present day (Holocaust statutory). A local history study. The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066. At least one study of a significant society or issue in world history and its interconnections with other world developments. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Know how to recognise valid evidence. Order evidence according to validity. Independently gather evidence from a variety of sources. Use evidence to support an argument. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Know the meaning of change in historical terms. Know the meaning of continuity in historical terms. Identify key historical changes and continuums. Understand the significance of events. Understand the impact of point of view on significant events. Explain significant events and how they can vary. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Know a detailed chronology of key historical events. Develop a sense of historical periods. Organise events in order. Make connections between events. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Identify, understand and explain the cause of key historical events. Understand the consequences of key historical events. Make connections between cause- event – consequence. Identify the importance of key individuals. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Develop an increasingly varied and secure vocabulary of historical terms and phrases. Plan, write and present a detailed self-directed project answering a historical enquiry.