



National Curriculum Programmes of Study:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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 • 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 • Significant historical events, people and places in their own locality. 		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt • to compare the achievements of Ancient Egypt with the new civilisation of the Ancient Greeks - a study of Greek life and achievements and their influence on the western world 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • How the Roman Empire began, grew and invaded Britain. • The impact the Roman Empire had on Britain. • Britain’s settlement by Vikings, Anglo-Saxons and Scots. 	<p>Pupils should be taught about:</p> <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 non-European society that provides contrasts with British history – Mayan civilization c. AD 900-1000. • The History of Birmingham – A study of an aspect in British History that extends pupils’ chronological knowledge beyond 1066. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • A study of an aspect in British History that extends pupils’ chronological knowledge beyond 1066 - World War 2 and ‘The Blitz’. • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality - World War 2 and ‘The Blitz’. • Changes in an aspect of social history - Why do people migrate to England? • Be History Ready – a consolidation of History in preparation for KS3.

Skills Progression:

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronological & Geographical Comprehension	<p>To begin developing chronological and geographical comprehension in KS1 children should:</p> <p>C1: Talk about past and present events in their own lives and the lives of close family members.</p> <p>C2: Locate the United Kingdom and our locality (Birmingham and Castle Vale) on a map.</p>	<p>To develop chronological and geographical comprehension in KS1 children should:</p> <p>C3: Understand the simple difference between things that happened in the past and the present.</p> <p>C4: Describe things that happened to themselves and historical figures in the past (anecdotal evidence). <i>See KS1 vocabulary list.</i></p> <p>C5: Order a set of events, people or artefacts without a timeline. Sorting into groups (i.e. then and now / old or new).</p> <p>C6: Place studied significant events and people on a timeline.</p> <p>C7: Identify geographical locations linked to areas of study.</p>	<p>To continue developing chronological and geographical comprehension in lower KS2 children should:</p> <p>C8: Begin to understand that a timeline can be divided into BC (<i>Before Christ</i>) and AD (<i>Anno Domini</i>).</p> <p>C9: Place people, events, and artefacts in chronological order with reference to a timeline.</p> <p>C10: Attempt to discuss and justify an approximate position of an artefact on a timeline. Example: <i>Iron arrowheads must be in the Iron Age, but flint arrowheads are in the Stone Age. Yet, stone tools could be carried into the Bronze Age or the Iron Age. Why?</i></p> <p>C11: Identify the geographical locations and geographical features (physical and human) linked to their areas of study.</p>	<p>To refine chronological and geographical comprehension in upper KS2 children should:</p> <p>C12: Reach a secure understanding of how a timeline is divided into BC (<i>Before Christ</i>) and AD (<i>Anno Domini</i>). They should also be able to use BCE (<i>Before Common Era</i>) and CE (<i>Common Era</i>) interchangeably with BC and AD.</p> <p>C13: Place a range of significant historical events, people, and artefacts from around the world on a timeline with a high level of accuracy.</p> <p>C14: Draw their own timeline, generally producing accurate intervals and placing previously taught areas of study in the correct position.</p> <p>C15: Understand how historical events and periods occurred concurrently in different geographical locations.</p>

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Historical Knowledge	<p>To begin developing historical knowledge in KS1 children should:</p> <p>K1: Children know about similarities and differences between themselves and others (families, communities, and traditions).</p>	<p>To develop their historical knowledge in KS1 the children should:</p> <p>K2: Recall key facts and dates about people, places and events relating to areas of study.</p> <p>K3: Recount an accepted narrative of a significant event in history.</p> <p>K4: Use simple source materials, such as stories, to explain why people did things, why events happened and what happened as a result.</p> <p>K5: Compare areas of study, identifying some elements of both change and continuity.</p> <p>K6: The children can form simple opinions about the significance of historical events and individuals using taught content.</p>	<p>To continue developing their broader historical knowledge base in lower KS2 the children should:</p> <p>K7: Recall and explain studied dates, people, significant events and some key sources of evidence.</p> <p>K8: Use sources as evidence to describe past cultures and explain their way of life and defining events.</p> <p>K9: Try to identify what was important to people in a given period of time, examine how their societies were structured and evaluate how their ideas, beliefs, attitudes impacted individual human experiences.</p> <p>K10: Make tentative links between different periods of history, distinguishing some similarities and differences between them.</p> <p>K11: Identify historically significant people and events in different time periods.</p> <p>K12: Analyse how past time periods influence life today.</p>	<p>To refine their historical knowledge in uppers KS2 children should:</p> <p>K13: Consider and explain the significance of events, people, and developments in their context and in the present.</p> <p>K14: Compare historical periods, peoples, events, and artefacts identifying differences and similarities between them.</p> <p>K15: Make links between some of the features of past societies. (religion, politics, architecture, social structures, technology)</p> <p>K16: Attempt to identify trends over time identifying how ideas, traditions or societies have continued, developed, or regressed.</p> <p>K17: Give their own reasons for and results of key historical events, situations, and changes.</p> <p>K18: Pupils can ask a range of questions that develop understanding cause and significance of historical events.</p> <p>K19: Analyse and evaluate how historical events studied influence life today.</p>

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<p style="text-align: center;">Historical Enquiry & Interpretation</p>	<p>To begin developing a concept of historical enquiry and interpretation children should:</p> <p>E1: Answer 'how' and 'why' questions in response to stories or events.</p> <p>E2: Understand that other children do not always enjoy the same things.</p> <p>E3: Despite their age groups egocentric tendencies, the children should be aware that other people have differing ideas about presented narratives.</p> <p>E4: Introduce source and academic bias through familiar concepts including stories. Example: Do we always tell the truth? Why might we lie? Are we more likely to ignore certain truths to protect a friend or ourselves?</p>	<p>To develop their concepts of historical enquiry and interpretation children in KS1 should:</p> <p>E5: Identify familiar ways in which the past is represented. Books (fictional and non-fiction accounts), pictures, plays, films, reconstructions, museum display and historical sites.</p> <p>E6: Understand how we learn about the past by identifying different simple sources. Examples: books - historiography, newspapers, letters, diaries, records, art, photographs, artefacts.</p> <p>E7: Compare two versions of a past event using pictures or photographs.</p> <p>E8: Support ideas, opinions, or inferences with relevant simple sources chosen from a provided bank.</p> <p>E9: Distinguish between fact and opinion.</p>	<p>To continue developing their concepts of historical enquiry and interpretation children in lower KS2 should:</p> <p>E10: Begin to understand that historical perspectives are constructed using a range of sources. Explore documents, printed sources (including archive materials) the internet (in moderation), digital databases, pictures, photographs, oral histories, music, artefacts, historic buildings, visits to museums, galleries, and historic sites as evidence about the past.</p> <p>E11: Develop a rudimentary understanding of primary and secondary sources.</p> <p>E12: Explore the idea that varying accounts of history exist by identifying differences in versions of the same event in history.</p> <p>E13: Know that people in the past and present represent events or ideas in a way that persuades others.</p> <p>E14: Begin to question and challenge sources of information.</p> <p>E15: Ask more complex questions about historical events and concepts.</p>	<p>To refine concepts of historical enquiry and interpretation children in upper KS2 should:</p> <p>E16: Show their understanding of how historical perspective is developed by identifying a range of sources.</p> <p>E17: Evaluate evidence to utilise the most reliable sources of information to investigate the past, knowing that there is often not a single answer to historical questions.</p> <p>E18: Know that people both in the past and the present have a point of view and that this can affect interpretation.</p> <p>E19: Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>E20: Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda, misinformation, or the forwarding of a particular opinion.</p> <p>E21: Investigate own lines of enquiry by posing questions to answer.</p> <p>E22: Touch upon the ideas of traditionalist and revisionist history.</p>

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Organising and communicating ideas	<p>To begin organising their thoughts and communicating ideas children should:</p> <p>O1: Talk about past and present events in their own lives and lives of close family members.</p>	<p>To develop their ability to organise and communicate ideas children in KS1 should:</p> <p>O2: Explore people, artefacts, or events from the past in speaking, writing, drawing, role-play, storytelling and using computers.</p> <p>O3: Show some awareness of sources when responding to key questions and justifying ideas.</p> <p>O4: Participate in a short oral presentation about a studied period (individual or group based).</p>	<p>To continue developing their ability to organise and communicate ideas children in lower KS2 should:</p> <p>O5: Explore the past by using different genres of writing, drawing (including map drawing), diagrams, data-handling, drama role-play, storytelling and using computers (weighted in favour of the written word).</p> <p>O6: Begin to organise sources to support attempts at answering key questions.</p> <p>O7: Plan and present a guided research projects about a studied period.</p>	<p>To refine skills to organise and communicate ideas in upper KS2 children should:</p> <p>O8: Explore the past by using different genres of writing, drawing (including map drawing), diagrams, data-handling, drama role-play, storytelling and using computers (weighted in favour of the written word).</p> <p>O9: Purposefully select and organise sources of information when forming arguments and responses to key questions.</p> <p>O10: Plan and present a self-directed research project about a studied period.</p>