

Key Stage 1 History Objectives.

History learning is rooted in enquiry. History is very carefully presented as a dynamic subject to be explored and investigate rather than as a subject to be received; as a result, pupils approach historical enquiries as keen and skilled investigators.

Key Stage 1 Statutory Knowledge & Concepts

Pupils should be taught about:

- Use common **words and phrases relating to the passing of time.**
- Use a **wide vocabulary of everyday historical terms**
- Know where the people and events they study fit within a **chronological framework**
- identify similarities and differences between ways of life in different periods
- **Ask and answer questions** about objects, events and people in the past.
- Choose and **use parts of stories and other sources** to show that they know and understand key features of events.
- **Read about the past** and comment on what they have learnt
- **Write about the past** using key words and phrases appropriate for the purpose of writing and the period of study
- Understand some of the **ways in which we find out about the past** and identify different ways in which it is represented.

- 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:
e.g. The Great Fire of London, the first aeroplane flight or events commemorated through festivals & 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.
e.g. Queen Victoria, Neil Armstrong, Florence Nightingale & Mary Seacole
- 4.** Significant historical events, people and places in their own locality.

Intellectual progression:

Recognise/ identify

Respond & ask questions

Contribute views & opinions

Use basic vocabulary

Describe, observe, reason, select

Classify, categorise, sequence, order, compare & contrast , use appropriate vocabulary

Lower Key Stage 2 History Objectives.

History learning is rooted in enquiry. History is very skilfully presented as a dynamic subject to be explored and investigate rather than as a subject to be received; as a result, pupils approach historical enquiries as keen and skilled investigators.

Lower Key Stage 2 Statutory Knowledge & Concepts

- Start to develop a **chronologically secure knowledge** and understanding of British, local and world history by placing events and people within historical periods.
- Ask **historically-valid questions** including ‘how’ and ‘why’ and begin to suggest answers.
- Use **appropriate historical terms and vocabulary**. They use dates in their recounts of past events.
- Start to identify cause and consequence in describing the past.
- Construct **informed responses** selecting relevant historical information
- Understand the **methods of historical enquiry** when finding out about the past and how sources might be limited when finding out about the distant past.
- Understand how **evidence** is used to make historical claims.
- Understand that **contrasting arguments and interpretations** of the past have been constructed
- Understand how our knowledge of the past is constructed from **a range of sources**.

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age

[This could include: late Neolithic hunter-gatherers and early farmers, (for example, Skara Brae); Bronze Age religion, technology and travel, (for example, Stonehenge); Iron Age hill forts: tribal kingdoms, farming, art and culture]

The Roman Empire and its impact on Britain

[This could include: Julius Caesar’s attempted invasion in 55-54 BC ; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian’s Wall; British resistance, for example, Boudica; ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity]

Britain’s settlement by Anglo-Saxons and Scots

[This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne]

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**

Intellectual progression:

Describe, observe, reason, select

Classify, categorise, sequence, order, compare & contrast , use appropriate vocabulary

Demonstrate informed understanding through explanation, communicate informed views & opinions using accurate & specialist vocabulary

Apply, priorities, analyse, describe & explain links, patterns, processes & interrelationships, reach conclusions

Synthesise, make substantiated & informed judgements consistent with evidence

Evaluate, critique, predict, hypothesize.

Upper Key Stage 2 History Objectives.

History learning is rooted in enquiry. History is very skilfully presented as a dynamic subject to be explored and investigate rather than as a subject to be received; as a result, pupils approach historical enquiries as keen and skilled investigators.

Upper Key Stage 2 Statutory Knowledge & Concepts

- Continue to develop a **chronologically secure knowledge** and understanding of British, local and world history
- Understand **historical concepts** such as continuity and change, similarity and difference.
- Frame **historically-valid questions** about change, cause, similarity and difference.
- Identify **increasingly complex relationship between events** and a when studying historical events in depth
- Use **appropriate historical terms and vocabulary** including more abstract ideas such as empire, propaganda and civilisation.
- **Construct informed responses** that involve thoughtful selection and organisation of relevant historical information including written narratives and analyses
- Understand the **methods of historical enquiry** when finding out about the past depends on the sources available.
- Understand how our knowledge of the past is constructed from **a range of sources** and evidence and start to consider its reliability.
- Understand how **contrasting arguments and interpretations** of the past have been constructed and evaluate their plausibility.

Pupils should be taught about:

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
[This could include: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066]

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

[For example the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain]

A local history study

[This could be a depth study linked to one of the British areas of study listed a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.]

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

Intellectual progression:

Classify, categorise, sequence, order, compare & contrast , use appropriate vocabulary

Demonstrate informed understanding through explanation, communicate informed views & opinions using accurate & specialist vocabulary

Apply, priorities, analyse, describe & explain links, patterns, processes & interrelationships, reach conclusions

Synthesise, make substantiated & informed judgements consistent with evidence

Evaluate, critique, predict, hypothesize.