

These documents outline the skills that pupils should be able to demonstrate by the end of their two-year programme.

Key Stage One						
Pupils should be able to:						
Investigate and Interpret the Past	<ul style="list-style-type: none"> • Ask and answer simple, objective questions about historical events or figures • Identify simple similarities and differences between events or key figures, such as where or when they happened. • Identify some potential sources of information when trying to find out about the past e.g. stories, pictures, artefacts and explain clearly what they can learn from the sources they are shown. • Replicate some ways of representing the past e.g. timelines, stories, pictures • Form basic opinions about historical events or figures, supported by evidence. 					
Possess Knowledge and Understanding of British and World History	<ul style="list-style-type: none"> • Describe key characteristics of significant national or international events from beyond living memory. • Describe the key characteristics of significant, commemorated historical figures, explaining some of the reasons why they are famous. • Explain some of the reasons why historical events happened or why historical figures made the decisions that they did. • Describe significant historical events from their local area and identify sources of evidence for this in their local environment. 					
Understand Chronology	<ul style="list-style-type: none"> • Order events and artefacts on a timeline, explaining how they make their choices. Decision should be grounded in understanding of the features of artefacts from a particular time. • Use appropriate vocabulary to compare events, time periods and artefacts, including past, present, older and newer. • Provide detailed accounts of events in their own lives, managing tense correctly to relate what happened in the past to what is happening in the present and will happen in the future. • State and order significant dates, such as the years of key, historical events. 					
Communicate Historically	<ul style="list-style-type: none"> • Write and talk about taught historical figures and events in detail, drawing on evidence from the sources they have explored • Use vocabulary unique to a historical period to provide detailed insights into the key features of historical periods • Begin to use abstract concepts such as 'nation', 'parliament', 'war' and 'democracy' in order to reflect their understanding of who events happened to and how this was significant. 					
Cultural Awareness	<ul style="list-style-type: none"> • Identify and describe features of the things they see and experience that relate to historical periods they have learnt about. • Understand why some historical figures or events are still commemorated and explain the features of their commemorations 					
Cultural Opportunities and Topic Coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1st Year	Travel and Transport		Toys		Great Explorers	
2nd Year	War and Remembrance		Nurturing nurses		Great Fire of London	

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Lower Key Stage Two Pupils should be able to:	
Investigate and Interpret the Past	<ul style="list-style-type: none"> ● Ask and answer more complex, subjective questions about historical events or figures ● Identify many similarities and differences between events, figures and periods, using evidence to explain why the differences exist ● Identify a range of potential sources of information to use when trying to find out about the past, using their knowledge of the specific period to determine what kind of evidence is likely to exist. ● Evaluate what they can learn from their self-selected sources through careful consideration of the limitations of the resource-type and reasons for its creation. ● Produce detailed representations of history, including timelines and replicas of evidence. ● Form balanced arguments in response to historical questions, including their own, detailed opinions about historical events or figures, supported by evidence. ● Discuss potential causes and consequences of historical events.
Possess Knowledge and Understanding of British and World History	<ul style="list-style-type: none"> ● Describe key characteristics of a range of historical periods, making inferences about the kinds of lives people led and the beliefs underpinning their behaviour and practices. ● Explain why some historical figures, events or periods are of British and global significance, examining the subsequent periods to determine how much of contemporary life is influenced by decisions made by those in the past. ● Conduct detailed examination of the history of their local area, or the area surrounding their school, obtaining multiple sources of evidence to find out what happened within, and beyond, living memory. Pupils should be able to explain the physical and social features of their environment using explanations of preceding events. ● Synthesise knowledge and understanding of multiple events and periods in order to provide a broad overview of British history.
Understand Chronology	<ul style="list-style-type: none"> ● Order events and artefacts on a timeline, using precise dates. Pupils should be able to order dates that cross over between BC and AD. ● Represent change over time using appropriate vocabulary and timelines, isolating the salient details to show change trajectories. ● Use dates and appropriate time-vocabulary to describe events in logical ways. ● Understand that notable historical civilisations existed at the same time as each other.
Communicate Historically	<ul style="list-style-type: none"> ● Write and talk about past figures and events in detail, drawing on evidence from a range of valid sources to outline and compare the beliefs and experiences of different members within historical societies. ● Use a wide-range of topic-specific vocabulary to reflect understanding of a historical period or event ● Continue to show developing understanding of abstract historical vocabulary, introducing new terms, such as “era”. ● Represent their knowledge in a variety of ways, integrating scientific, literary and mathematical skill into their analyses and presentation of ideas. ● Form valid opinions about how and why historical events occurred, representing them in spoken or written debate, using a range of sources to substantiate their conclusions.
Cultural Awareness	<ul style="list-style-type: none"> ● Show awareness of how the socio-cultural, ethnic and religious diversity of past societies influenced historical events and the different experiences had by different people living within the same civilisations. ● Explain the impact historical periods and events have on present society, extending beyond physical features of our environment to explain

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| | <p>how modern practice and culture is influenced by past beliefs.</p> <ul style="list-style-type: none"> • Explain why we study some historical events or figures over others and form judgements about which things are most important for members of modern society to study. |
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Cultural Opportunities and Topic Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1st Year	Crime and punishment beyond 1066		Egypt			Railways
2nd Year	Anglo Saxons and Vikings		Leisure and Entertainment			Ancient Mayan Civilisation
3rd Year	Stone Age, Bronze Age, Iron Age		Riotous Royalty			Ancient Greece
4th Year	Roman Britain		Indus Valley			World War I

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Upper Key Stage Two Pupils should be able to:	
Investigate and Interpret the Past	<ul style="list-style-type: none"> • Form and justify hypotheses about historical events, substantiated by inferences made from various sources of evidence. Identify many similarities and differences between events, figures and periods, using evidence to explain why the differences exist • Synthesise the ideas suggested by a range of sources to form multiple conclusions about how events happened and how different people felt about it. • Apply their knowledge of other historical periods or events to make predictions about how other civilisations might have responded to similar problems or conducted similar activities. • Explain, in detail, the strengths and limitations of different types of evidence. • Analyse individual sources of evidence, using historical knowledge and comparisons with other sources to judge their validity. • Consider why a source might be inaccurate by evaluating the purpose and context of its creation. • Independently source the necessary evidence to answer historical questions. • Show a high level of inference skills, deducing information about the past through systematic analysis of sources. • Form coherent arguments in response to historical questions, integrating evidence into their discussions and employing a critical tone throughout. • Consider how single historical events can have a number of causes and lead to many consequences for different groups of people.
Possess Knowledge and Understanding of British and World History	<ul style="list-style-type: none"> • Describe a range of historical periods in detail, explaining the relationship between people's beliefs and the events and practices that featured in their civilisation. • Analyse why some historical figures, events or periods are of British and global significance, examining the subsequent periods to determine how much of contemporary life is influenced by decisions made by those in the past. • Continue to conduct increasingly detailed examination of the history of their local area, or the area surrounding their school, obtaining multiple sources of evidence to find out what happened within, and beyond, living memory. Pupils should be able to explain the physical and social features of their environment using explanations of preceding events. • Synthesise knowledge and understanding of multiple events and periods in order to provide a detailed overview of British history, considering how different historical periods influenced or differed from each other. • Compare how different countries and civilisations responded to the same, or similar, events.
Understand Chronology	<ul style="list-style-type: none"> • Continue to order events and artefacts on a timeline, using precise dates. Pupils should be able to order dates that cross over between BC and AD. • Assess the pace of change over time, identifying which aspects of society the changes most affected (e.g. political, technological) and why they varied in extent and time. • Continue to use dates and appropriate time-vocabulary to describe events in comprehensive ways. • Consider how changes to one aspect of civilisation (e.g. technological) influenced changes to other aspects, such as political or religious practices.
Communicate Historically	<ul style="list-style-type: none"> • Write or verbalise comprehensive discussions about past figures and events, drawing on evidence from a range of valid sources to outline and compare the beliefs and experiences of different members within historical societies. Evaluations of different evidence sources should be

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	<p>embedded into these discussions, as well as a range of historical vocabulary.</p> <ul style="list-style-type: none"> • Use an advanced level of historical terminology, including “decade”, “century”, “legacy” and “continuity”. • Represent their knowledge in a range of original ways, integrating scientific, literary and mathematical skill into their analyses and presentation of ideas. Pupils should be able to justify why their choice of presentation style is suitable for conveying their knowledge. • Compare and challenge opinions about how and why historical events occurred, weighing them against each other in order to form well-founded conclusions about historical questions.
Cultural Awareness	<ul style="list-style-type: none"> • Analyse the extent to which socio-cultural, ethnic and religious factors influenced the events and practices of past societies • Use evidence to explain how people experienced the same events in very different ways. • Evidence the impact historical periods and events have on present society, demonstrating how modern beliefs and practices are influenced by the actions and beliefs of past societies. • Explain how understanding of the past can improve current society.

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