

Intent

National Curriculum Objectives Key Stage 1

National Curriculum Objectives Key Stage 2

- Understand changes in living memory **(R/Y1)**
- Understand national or global significant events beyond living memory **(R/Y1/Y2/3)**
- Understand the lives of significant historical figures and their contribution to national and international achievements compared with counterparts from others eras **(R/Y1/Y2/3)**
- Understand significant historical events, people and places in their own area **(R/Y1/Y2/3)**

- Understand changes in Britain from the Stone Age to the Iron Age **(Y2/3)**
- Understand the Roman Empire and its impact on Britain **(Y4/5)**
- Understand Britain’s settlement by Anglo-Saxons and Scots **(Y4/5)**
- Understand the Viking and Anglo-Saxon struggles for England up to Edward the Confessor **(Y4/5)**
- Study a topic of local history **(Y2/3)**
- Study an area of British history that extends knowledge beyond 1066 **(Y2/3/Y6)**
- Study the achievements of the earliest civilisations - Egypt **(Y4/5)**
- Study Ancient Greece **(Y4/5)**
- Study a non-European society that contrasts with British history - Maya **(Y6)**

Implementation

Essential Areas of Learning		End of Year 1 <i>Completed in both cycles</i>	End of Year 3 Key Stage 1 N.C. (Cycle 1) Key Stage 2 N.C. (Cycle 2)	End of Year 5 Key Stage 2 N.C. (Cycle 1) Key Stage 2 N.C. (Cycle 2)	End of Year 6 <i>Completed in both cycles</i>
Core Skills	To investigate and interpret the past	<ol style="list-style-type: none"> 1. Observe evidence and artefacts to find answers about the past. 2. Ask questions like: what was it like? What happened? How long ago? 3. Use pictures to find out information about the past. 	<ol style="list-style-type: none"> 1. Ask and answer questions about the past. 2. Use artefacts to create questions about a historical event. 3. Use stories, pictures, and online sources to find out about the past. 4. Identify different ways that the past has been represented. 5. Compare elements of the past with the present. 	<ol style="list-style-type: none"> 1. Use evidence and artefacts to ask and answer questions about the past. 2. Suggest suitable sources of evidence for historical enquiry. 3. Use more than 1 source to gain accurate information on a historical enquiry. 4. Compare different accounts of a historical event and explain why they differ. 5. Suggest causes and consequences of a main historical events in history. 	<ol style="list-style-type: none"> 1. Make inferences about the past from primary and secondary sources. 2. Choose suitable sources of evidence and explain reasons for their choice. 3. Analyse wide ranges of evidence and explain their effectiveness in understanding the past. 4. Show an understanding of the importance of context in evaluating sources. 5. Analyse the reliability of sources.
	To build an overview of history	<ol style="list-style-type: none"> 1. Retell a historical event. 2. Identify significant figures from the past. 3. Know why historical people acted as they did. 	<ol style="list-style-type: none"> 1. Describe historical events using different mediums. 2. Explain why significant people are remembered. 3. Describe changes that have happened in the locality of the school 4. Compare the lives of significant figures from different periods. 	<ol style="list-style-type: none"> 1. Give a broad overview of life in Britain from the areas studied. 2. Compare some of the times studied with other areas around the world. 3. Describe the social, ethnic, cultural or religious diversity of a past society. 4. Describe the characteristic features of the past including experiences of men, women and children. 	<ol style="list-style-type: none"> 1. Give a broad overview of life in Britain during an area studied. 2. Compare and contrast the periods studied with other areas of interest around the world. 3. Describe the reasons for the social, ethnic, cultural or religious diversity. 4. Explain how characteristics of the past have influenced our present society.

To understand chronology	<ol style="list-style-type: none"> Place events on a timeline. Identify the past, present, older and newer on a timeline. 	<ol style="list-style-type: none"> Place events and artefacts in order on a timeline. Label timelines with dates and event names. 	<ol style="list-style-type: none"> Place events, artefacts and key figures on a timeline using dates. Represent changes over time with evidence on a timeline. Use dates and terms to describe events. 	<ol style="list-style-type: none"> Describe changes in a period of history using terms including: social, religious, political, cultural and technological. Compare periods of rapid change with those of little changes Understand the concept of continuity and change, representing with dates on timelines.
To communicate about history	<ol style="list-style-type: none"> Use phrases including: 'why my parents were young/long ago' to describe the passing of time. Understand the term 'nation'. 	<ol style="list-style-type: none"> Describe the passing of time using years, decades, centuries. Identify key events in a nation's history. Understand and explain the terms civilisation, monarchy, parliament, democracy, war and peace. 	<ol style="list-style-type: none"> Use appropriate terminology to describe change, including dates, time periods and era. Use a range of mediums to present accurate information about the past. 	<ol style="list-style-type: none"> Use appropriate terminology to evaluate the impact of historical change. Present factual information, based on evidence sources, about the past.

Impact					
Pupils who have <u>not</u> met the National Curriculum Statements for the cycle objectives taught so far <i>(please reference appropriate objective numbers which have not been met e.g. objective 2.4)</i>		Pupils who have met the National Curriculum Statements for the cycle objectives taught so far		Pupils who consistently work beyond cycle objectives taught so far	
Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2