

Long term Planning (Requirements, Expectations and Key Performance Indicators) – History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Pre-National Curriculum (Generic skills)

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> Recognise self and other people in pictures of the recent past. Link the passage of time with a variety of indicators. Use single words, signs or symbols to confirm the function of everyday items from the past. 	<ul style="list-style-type: none"> Show appreciation of taking part in past events. Listen and respond to familiar stories about the past. Begin to communicate about activities and events in the past. With prompts or support, answer simple questions about historical artefacts and buildings. 	<ul style="list-style-type: none"> Recognise and make comments about familiar people in pictures of the more distant past. Communicate some obvious distinctions between past and present experiences. 	<ul style="list-style-type: none"> Begin to communicate some distinctions between the past and present in other people's lives as well as their own. Listen to stories about people and events in the past. Sort objects to given criteria. 	<ul style="list-style-type: none"> Indicate if personal events and objects belong in the past or present. Begin to use some common words, signs or symbols to indicate the passage of time. Recount episodes from own past and some details from other historical events with prompts. Answer simple questions about historical stories and artefacts. 	<ul style="list-style-type: none"> Talk about past and present events in their own life and of family members. Use everyday language related to time.

National Curriculum Requirements: Key Stage One

Pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present. They should understand simple subject-specific vocabulary relating to the passing of time and begin to develop an understanding of the key features of a range of different events and historical periods.

Pupils should be taught about:

- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- Significant historical events, people and places in their own locality.

	Chronological Understanding	Enquiry and Interpretation	Knowledge and Understanding of People, Places, Events and Changes	Organisation and Communication
Year One Expectations	<ul style="list-style-type: none"> Sequence three (progressing to five) objects or pictures in chronological order (recent history). Recognise that a story that is read to them happened a long time ago. Retell a familiar story set in the past. Find evidence to prove a story was set in the past. Recognise some objects that belong to the past. Sequence events about their own life. Explain how they have changed since they were born. Discuss events that happened within their living memory (Personal, Local and National). 	<ul style="list-style-type: none"> Understand what a source of evidence is. Observe or handle evidence to ask questions and find answers to questions about the past. Identify old and new things in a picture. Identify objects from the 'recent past', such as vinyl records, old toys etc. Begin to identify the main differences between old and new objects. Begin to ask questions about a range of artefacts/ photographs provided. Give a plausible explanation about what an object was used for in the past. Find out something about the past by talking to an older person. Find out more about a famous person from the past and carry out some personal research on him or her. Explain differences between the past and present (Comparison between themselves and children from another time period). 	<ul style="list-style-type: none"> Listen to information from simple stories about people, places or events in the past. Recount an important historical event that happened in the past. Understand that we have a queen who rules us and that Britain has had a king or queen for many years. Understand who will succeed the queen and how the succession works. Appreciate that some historically significant people have helped our lives be better today. Understand the historical reason why we celebrate significant events e.g. <i>Bonfire Night</i>. Give examples of things that are different in their life from that of their grandparents when they were young. Describe historical events and significant people from the past. Identify and explain why certain objects were different in the past, e.g., <i>toys, music systems, televisions etc.</i> 	<ul style="list-style-type: none"> Investigate the past through a limited range of ways e.g. stories, songs, pictures, videos etc. Respond to historical activities through talk, play and drawing. Begin to communicate simple historical ideas through simple writing e.g. <i>labelling or captioning</i>. Use a range of everyday words and phrases relating to the passing of time like: <i>old(er), new(er), a long time ago, very old, recently, when my parents were little, after one year... etc.</i>
Year One Expectations	<ul style="list-style-type: none"> Create simple time lines which represent events or artefacts in the correct chronological order. Sequence a set of events in chronological order and give reasons for their order. Sequence events about the life of a significant historical person. Begin to calculate how long ago an event happened. 	<ul style="list-style-type: none"> Identify some of the different ways the past has been represented. Describe at least two ways they can find out about the past, for example using books and the internet. Ask and Answer questions by using a specific source, such as an information book, artefact or similar pieces of evidence. Use sources of information to make statements about the past that go beyond simple observation. Research the life of historically significant individuals using different resources to help them. Research a famous event that happens in Britain and why it has been happening for some time. Research the life of someone who used to live in our area using the Internet and other sources to find out about them. Research a famous event that happens somewhere else in the world and why it has been happening for some time. Explain why eye-witness accounts may vary. 	<ul style="list-style-type: none"> Recount the life of someone famous from Britain who lived in the past. Explain why someone in the past acted in the way they did. Recount some interesting facts from an historical event. Acquire knowledge of the past from stories and eye witness accounts. Give examples of things that are different in their life from that of a long time ago in specific period of history such as the Victorian times. Give a reason for an event or action relating to other people in other times. Recognise differences between our way of life and that of children in the past. Explain why Britain has a special history by naming some famous events and some famous people. Explain what is meant by a parliament. Describe historical events and significant people from the past. Explain how their local area was different in the past. Explain why their locality (as wide as it needs to be) is associated with a special historical event. 	<ul style="list-style-type: none"> View the past through a broader range of ways e.g. written accounts, artefacts, museums, TV programmes and plays. Use artefacts, pictures, stories, online sources and databases to find out about the past. Show awareness and understanding orally, visually and in writing. Use words and phrases like: <i>before I was born, when I was younger, before, after, past, present, then and now;</i> in their historical learning.

National Curriculum Requirements: Key Stage Two

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain’s settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.
- 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.
- 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.

Year Three	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>This could include:</p> <ul style="list-style-type: none"> • 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. 	<p>The Roman Empire and its impact on Britain</p> <p>This could include:</p> <ul style="list-style-type: none"> • 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. 	
Year Four	<p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>This could include:</p> <ul style="list-style-type: none"> • 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. 	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>This could include:</p> <ul style="list-style-type: none"> • 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. 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>
Year Five	<p>A local history study</p> <p>This could include:</p> <ul style="list-style-type: none"> • A depth study linked to one of the British areas of study listed above. • 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. 	<p>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.</p>	
Year Six	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>This could include:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p>	

	Chronological Understanding	Enquiry and Interpretation	Knowledge and Understanding	Organisation and Communication
Year Three Expectations	<ul style="list-style-type: none"> Describe events from the past using the dates things happened. Describe events and periods using the words: BC, AD and decade. Describe events and periods using the words: ancient and century. Use a timeline within a specific time in history to set out the order things may have happened including significant events. Use their mathematical knowledge to work out how long ago events would have happened. Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. 	<ul style="list-style-type: none"> Use various sources of evidence to ask and answer questions about the past. Ask and Answer questions by using specific sources, such as an information book, artefact or similar pieces of evidence. Research a specific event from the past. Begin to use more than one source of information to bring together a conclusion about a historical event. Use their 'information finding' skills in writing to help them write out historical information. Through research identify similarities and differences between given periods in history. Use specific search engines on the Internet to help them find information more rapidly Suggest causes and consequences of some of the main events in history. 	<ul style="list-style-type: none"> Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history. Begin to appreciate why Britain would have been an important country to have invaded and conquered. Recognise that Britain has been invaded by several different groups over time. Know that people who lived in the past cooked and travelled differently and used different weapons from ours. Have an appreciation that wars start for specific reasons and can last for a very long time. Appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'. 	<ul style="list-style-type: none"> Use stories, diagrams and writing to tell others about the past. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. Present any findings about the past using speaking, writing maths, ICT, drama and drawing skills.
Year Four Expectations	<ul style="list-style-type: none"> Describe events and periods using the words: BC, AD and decade. Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. Recognise and quantify the different time periods that exist between different groups that invaded Britain. Use their mathematical skills to round up time differences into centuries and decades. Use their mathematical skills to help them work out the time differences between certain major events in history. Begin to build up a picture of what main events happened in Britain during different centuries. 	<ul style="list-style-type: none"> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Describe and compare the reliability of evidence. Use various sources to piece together information about a period in history. Suggest suitable sources of evidence for historical enquiries. Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. Give more than one reason to support an historical argument. Suggest causes and consequences of some of the main events and changes in history. Independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so. 	<ul style="list-style-type: none"> Explain how events from the past have helped shape our lives. Recognise how lives in the past are different from ours. Know that people who lived in the past cooked and travelled differently and used different weapons from ours. Recognise that the lives of wealthy people were very different from those of poor people. Appreciate how items found belonging to the past is helping us to build up an accurate picture of how people lived in the past. Recognise that people's way of life in the past was dictated by the work they did. Appreciate that the food people ate was different because of the availability of different sources of food. Appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period. Appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education. 	<ul style="list-style-type: none"> Use dates and terms accurately. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. Present any findings about the past using speaking, writing maths, ICT, drama and drawing skills.
Year Five Expectations	<ul style="list-style-type: none"> Use dates and historical language in their work. Draw a timeline with shows change and continuity within a period studied (e.g. a timeline, with key events showing the changes in conditions for children in Victorian times). Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. Appreciate that some ancient civilizations showed greater advancements than people that lived centuries after them. 	<ul style="list-style-type: none"> Test out a hypothesis in order to answer a question. Describe and compare the reliability of evidence. Appreciate how historical artefacts like the Doomsday Book and the Magna Carta have helped us to understand more about British lives in the past. Research the life of one person who has had an influence on the way Great Britain is divided into separate countries or counties. 	<ul style="list-style-type: none"> Describe historical events from the different period/s they are studying/have studied. Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. Have a good understanding as to why Great Britain is made of four separate countries: England; Wales; Scotland and Northern Ireland. Begin to appreciate how we make decisions has been through Parliament for some time. Begin to appreciate why there has, historically, been disturbances between England and one of the other three countries that makes up Great Britain. Appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at. 	<ul style="list-style-type: none"> Recall, select and organise information. Use dates, dates and historical vocabulary accurately to describe the period. Choose appropriate ways of presenting findings for an intended audience.
Year Six Expectations	<ul style="list-style-type: none"> Say where a period of history fits on a timeline. Place a specific event on a timeline by decade. Place features of historical events and people from past societies and periods in a chronological framework. Appreciate that some ancient civilizations showed greater advancements than people that lived centuries after them. Describe the main features of a time period with a comparison of how this links with other time periods studied (e.g. a comparison of two time periods which demonstrated 'Rapid Change'). Draw a timeline with shows a comparison between different periods studied (e.g. a comparison of two time periods which demonstrated 'Rapid Change'). 	<ul style="list-style-type: none"> Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. Identify and explain their understanding of propaganda. Describe a key event from Britain's past using a range of evidence from different sources. Suggest why there may be different interpretations of events. Suggest why certain events, people and changes might be seen as more significant than others. Pose and answer their own historical questions. Justify the sources of evidence used based on an understanding of reliability to find out about the past. 	<ul style="list-style-type: none"> Summarise the main events from a specific period in history, explaining the order in which key events happened. Summarise how Britain has had a major influence on world history. Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. Describe features of historical events and people from past societies and periods they have studied. Recognise and describe differences and similarities/ changes and continuity between different periods of history. Suggest relationships between causes in history. Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today. Trace the main events that define Britain's journey from a mono to a multi-cultural society. 	<ul style="list-style-type: none"> Present my findings using speaking, writing, maths, ICT, drama, and drawing skills. Use the key vocabulary of time to convey my understanding of the past. Communicate knowledge and understanding in a variety of ways.

Post-National Curriculum Key Stage Two Requirements (Years 7, 8 and 9)

History opportunities	Using evidence to find out about the past	Building an overview of world history	Understanding chronology	Communicating historically
<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 powers, industry and empire: Britain, 1745-1901. • Challenges for Britain, Europe and the wider world 1901 to the present day. • 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. 	<ul style="list-style-type: none"> • Sift evidence and select appropriate sources. • Understand the need to use a range of information from a wide variety of sources. • Evaluate the reliability of sources. • Create and test hypotheses, using evidence to make claims. 	<ul style="list-style-type: none"> • Build upon a growing knowledge about the significant people and events that have shaped our nation and the world. • Look at history from different cultural perspectives. • Understand how some of the political, religious, social and economic circumstances that prevail today may be linked to past events throughout history. 	<ul style="list-style-type: none"> • Understand the changes within and between time periods. • Understand how some changes take centuries whilst others are more rapid and give examples with evidence. 	<p>Become fluent in the use of historical vocabulary and techniques.</p>