

National Curriculum – End of Key Stage Expectations Years 1-6

Key Skills Acquisition – History

By end of Key Stage 1 NC History– Pupils should be taught to	Year 1	Year 2
develop an awareness of the past, using common words and phrases relating to the passing of time.	<ul style="list-style-type: none"> recognise the distinction between present and past (old & new) in their own and other people's lives use everyday terms about the passing of time know and recount episodes from stories about the past 	<ul style="list-style-type: none"> show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people studied begin to recognise that there are reasons why people in the past acted as they did. use terms concerned with the passing of time, know and recount episodes from stories about the past
know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	<ul style="list-style-type: none"> show an emerging sense of chronology by placing a few events and objects in order, 	<ul style="list-style-type: none"> show a developing sense of chronology by placing events and objects in order, and by recognising that own lives are both similar and different from the lives of people in the past
use a wide vocabulary of everyday historical terms.	e.g. here, now, then, yesterday, last week, a long time ago, <ul style="list-style-type: none"> Last week, ... A long time a ago, ... 	e.g. hours, weeks, years, last year, x years ago, decades <ul style="list-style-type: none"> During the reign of _____... In 1939, ...
ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> find answers to some simple questions about the past from sources of information including stories, objects, first-hand accounts 	<ul style="list-style-type: none"> observe or handle sources of information to ask and answer questions about the past on the basis of simple observations. ask and answer a question by using a specific source
understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<ul style="list-style-type: none"> find out something about the past from an older person find out something about the past by looking closely at objects or photographs find out something from the past by listening to and reading stories 	<ul style="list-style-type: none"> begin to identify some of the different ways in which the past is represented use two ways to find out about the past explain why eye-witness accounts may vary
'I can' statements for		
Year 1		Year 2
I understand the different between present and past in my own and other people's lives. I can place a few events and objects in order. I can use common words and phrases about the passing of time. I know and can recount episodes from stories about the past. I can find answers to some simple questions about the past from sources of information.	I can place a few events and objects in order. I can use common words and phrases about the passing of time. I can recognise that my life is different to the lives of people in the past. I am beginning to understand that there are reasons why people in the past acted as they did. I am beginning to identify different ways in which the past is represented. I can observe and handle sources to find answers to questions about the past.	

I have an awareness of the past
 I use common words and phrases relating to the passing of time
 I know where the people and events I have studied fit within a chronological framework
 I can identify similarities and differences between ways of life in different periods.
 I use a wide vocabulary of everyday historical terms.
 I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.
 I understand some of the ways in which we find out about the past
 I can identify different ways in which the past is represented.

Key Skills Acquisition – History

By end of Key Stage 2 NC History– Pupils should be taught to	Y3	Y4	Y5	Y6
continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	<ul style="list-style-type: none"> show a developing understanding of chronology by the realisation that the past can be divided into different periods of time, the recognition of some of the similarities and differences between these periods, and the use of dates and terms 		<ul style="list-style-type: none"> show factual knowledge and understanding of aspects of the history of Britain and the wider world. use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods 	
note connections, contrasts and trends over time and develop the appropriate use of historical terms.	<ul style="list-style-type: none"> compare characteristic features from different historical periods begin to produce structured work, making appropriate use of dates and terms. <p>e.g. decades, centuries (also see KS1 & 2 Historical Terminology below)</p> <ul style="list-style-type: none"> During the reign of _____.... In 1939,... 		<ul style="list-style-type: none"> compare characteristic features from different historical periods and draw some conclusion produce structured work, making appropriate use of dates and terms. <p>e.g. AD, ACE, BC, BCE, millennia, eras, epochs, (also see KS1 & 2 Historical Terminology below)</p> <ul style="list-style-type: none"> Throughout the Maya period, ... Towards the end of the Roman empire, ... Pre-1066, ... 	
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<p>In response to questions (sometimes own)</p> <ul style="list-style-type: none"> begin to give a few reasons for, and results of, the main events and changes. 		<p>In response to others’ and own questions</p> <ul style="list-style-type: none"> test out a hypothesis in order to answer a question give some reasons for, and results of, the main events and changes. research two versions of events and compare them 	
construct informed responses that involve thoughtful selection and organisation of relevant historical information.	<ul style="list-style-type: none"> research what it was like in a given time period and present their findings show knowledge and understanding of some of the main events, people and changes studied. 		<ul style="list-style-type: none"> describe some of the main events, people and changes. communicate knowledge and understanding while giving their point of view use multi-media skills to present their findings begin to produce structured work, 	

<p>understand how our knowledge of the past is constructed from a range of sources.</p>	<ul style="list-style-type: none"> • identify some of the different ways in which the past is represented • use various sources of information in ways that go beyond simple observations to answer questions about the past. • use search engines to find historical sources rapidly • look at viewpoints from an author and see how they may be trying to persuade 	<ul style="list-style-type: none"> • begin to select and combine information from a range of different sources. • show some understanding that aspects of the past have been represented and interpreted in different ways: <ol style="list-style-type: none"> 1. identify and explain propaganda 2. suggest why there may be different interpretations of events 3. suggest why some events in history may be more significant than others
---	--	---

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine **overview and depth studies** to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Year 3/4	Year 5/6
<p>I understand that the past can be divided into different periods of time. I recognise some of the similarities and differences between different periods of time. I can use the proper dates and historical terms. I understand some of the main events, people and changes studied. I can give a few reasons for, and results of, the main events and changes. I can identify some of the different ways in which the past is represented. I can use sources of information to answer questions about the past.</p>	<p>I can use my factual knowledge to describe characteristic features of past societies and periods. I can use my factual knowledge to identify changes within and across different periods. I can demonstrate factual knowledge and understanding of aspects of the history of Britain and the wider world. I can describe some of the main events, people and changes. I can give some reasons for, and results of, the main events and changes. I can identify and describe the different ways in which the past has been interpreted. I am beginning to select and combine information from different sources. I am beginning to produce structured work, making appropriate use of dates and terms. I am showing increasing factual knowledge and understanding of aspects of the history of Britain and the wider world. I can use my knowledge to describe features of past societies and periods. I am beginning to make links between features of past societies and periods. I can describe events, people and changes. I can describe and make links between events and changes and give reasons for, and results of, these events and changes. I know that some events, people and changes have been interpreted in different ways and I can suggest possible reasons for this. I can begin to evaluate sources of information using my knowledge and understanding, and know when they are useful for particular tasks. I can select and organise information to produce structured work, using dates and terms appropriately.</p>

By end of Key Stage 2
 I have a chronologically secure knowledge and understanding of British, local and world history,
 I can establish clear narratives within and across the periods they study
 I can identify and note connections, contrasts and trends over time
 I can use historical terms appropriately.
 I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
 I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.
 I understand how our knowledge of the past is constructed from a range of sources.