



KS1-KS2 History Objective Overview (2016-17)

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.

Aims

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

History - Key Stages 1 and 2

Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject Content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Key Stage 2

Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

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 Group	Historical Skills					Subject Content
	Chronology	Events, People and Changes	Interpretation	Enquiry	Communication	
One	<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> • Recognising the distinction between past and present • Identifying some similarities and differences between their present and aspects of the past • Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months) 	<p>To tell the difference between past and present in their own and other people's lives by:</p> <ul style="list-style-type: none"> • Using parts of stories, and features of events 	<p>Identify some of the basic ways the past can be represented</p>	<p>Use sources to answer simple questions about the past</p>	<p>To show what they know understand in different ways (speaking, role-play and drawing). Understand simple historical concepts such as now/then and same/different</p>	<ul style="list-style-type: none"> • 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, Florence Nightingale and Edith Cavell] • Significant historical events, people and places

<p>Two</p>	<p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> • Recognising the distinction between present and past in their own and other people's lives • Identify some similarities and differences between ways of life in different periods • Know where some people and events fit into chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...) 	<p>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied by:</p> <ul style="list-style-type: none"> • Use parts of stories and other sources to show that they know and understand key features of events 	<p>To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories)</p>	<p>Ask and answer questions about the past through observation and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources</p>	<p>To show what they know and understand about the past in different ways (speaking, role play, drawing and writing). Understand historical concepts and use them to make simple connections and draw contrasts</p>	<p>in their own locality.</p> <ul style="list-style-type: none"> • 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, Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality.
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<p>Three</p>	<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Using specialist dates and terms and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...) Making some links between and across periods 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding some of the ways in which people's lives have shaped this nation Describing how Britain has influenced and been influenced by the wider world 	<p>Identify some of the different ways in which the past can be represented, and that different versions of the past may exist (artist's pictures, museum displays, written sources)</p>	<p>Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference and significance.</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology</p>	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots 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
<p>Four</p>	<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Using specialist dates and terms and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...) Making some links between and across periods 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding some of the ways in which people's lives have shaped this nation Describing how Britain has influenced and been influenced by the wider world 	<p>Identify some of the different ways in which the past can be represented, and that different versions of the past may exist (artist's pictures, museum displays, written sources)</p>	<p>Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference and significance.</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology</p>	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots 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

<p>Five</p>	<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> • Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...) • Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time • Know and understand the history of these islands as coherent, chronological narrative, from the earliest times to the present day 	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> • Understanding significant aspects of history- nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind • Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history • Establishing a narrative showing connections and trends within and across periods of study 	<p>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some reasons for this</p>	<p>Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</p>	<p>Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful section and organisation of relevant historical information using appropriate dates and terms</p>	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • 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 • 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>Six</p>	<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> • Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...) • Identifying where periods studied fit into a chronological framework by noting connections, trends 	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> • Understanding significant aspects of history- nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind 	<p>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some reasons for this</p>	<p>Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</p>	<p>Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful section and organisation of relevant historical information using appropriate dates and terms</p>	

	<p>ad contrasts over time</p> <ul style="list-style-type: none">• Know and understand the history of these islands as coherent, chronological narrative, from the earliest times to the present day	<ul style="list-style-type: none">• Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history• Establishing a narrative showing connections and trends within and across periods of study				
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