

	KSI	LKS2	UKS2
<h2>To build an overview of world history</h2>	<p>Children can:</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<p>Children can:</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>Children can:</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To investigate and interpret the past

Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Children can:

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

Children should understand how our knowledge of the past is constructed from a range of sources.

Children can:

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.

Children should understand how our knowledge of the past is constructed from a range of sources.

Children can:

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.

To understand chronology

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.

Children can:

- Sequence artefacts and events that are close together in time.
- Order dates from earliest to latest on simple timelines.
- Sequence pictures from different periods.
- Describe memories and changes that have happened in their own lives.
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest,

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.

Children can:

- Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.
- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

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.

Children can:

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

	<p>modern, before, after to show the passing of time.</p>		
<p>Knowledge and Understanding of Events, People and Changes in the Past</p>	<p>Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between the past and the present. • Identify similarities and differences between ways of life in different periods. • Know and recount 	<p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Note key changes over a period of time and be able to give reasons for those changes. • Find out about the everyday lives of people in time studied compared with our life today. • Explain how people and events in the past have influenced life today. • Identify key features, aspects and events of the time studied. • Describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Identify and note connections, contrasts and trends over time in the everyday lives of people. • Use appropriate historical terms such as culture, religious, social, economic and political when describing the past. • Examine causes and results of great events and the impact these had on people. • Describe the key features of the past, including attitudes, beliefs and the everyday lives of men,

	<p>episodes from stories and significant events in history.</p> <ul style="list-style-type: none"> • Understand that there are reasons why people in the past acted as they did. • Describe significant individuals from the past. 		<p>women and children.</p>
<p>To communicate historically</p>	<p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance • Talk, write and draw about things from the past. • Use historical vocabulary to retell simple stories about the past. 	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. • Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. • Start to present ideas based on their own research about a studied period. 	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. • Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters,

	<ul style="list-style-type: none">• Use drama/role play to communicate their knowledge about the past.		<p>information/travel guides, posters, news reports.</p> <ul style="list-style-type: none">• Plan and present a self-directed project or research about the studied period.
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