



# History

## Programmes of Study

# History KS1

<b>Year 1</b>	<b>Changes within living memory, where appropriate these should be used to reveal change in national life.</b>
	<ul style="list-style-type: none"><li>• To understand the difference between things that happened in the past and the present.</li><li>• To use words related to chronology, e.g. yesterday/when I was a baby, last week, a long time ago, a very long time ago.</li><li>• To know things that happened to themselves and other people in the past.</li><li>• To find out about aspects of the past through oral sources parts of stories, information books, posters, TV programmes, video clips museum visits.</li><li>• To use resources to decide whether an object is old or new and describe the characteristics of old and new objects.</li><li>• To sort objects in different ways</li><li>• To sequence objects in time</li><li>• To communicate what they have learned about events from the past by drawing, writing or talking about them.</li></ul>
<b>Year 1</b>	<b>Events beyond living memory that are significant nationally or globally or events commemorated through festivals or anniversaries</b>
	<ul style="list-style-type: none"><li>• To understand and make links with events past and present.</li><li>• To use words related to chronology, e.g. yesterday, last week, a long time ago, a very long time ago, before I was born,</li><li>• To understand how to put a few events in order of when they happened</li><li>• To ask questions about objects and pictures related to an event using before and after</li><li>• To find out facts about an event from books, listening to stories and looking at objects from or about the past.</li><li>• To make suggestions why people may have acted as they did</li><li>• Recall events from the past by drawing, writing or talking about them.</li></ul>

<b>Year 2</b>	<b>The lives of significant men or women in the past who have contributed to national and international achievement.</b>
	<ul style="list-style-type: none"> <li>• To identify people from the present and past who are famous.</li> <li>• To use the terms which refer to the 'past' or 'present' when retelling an event.</li> <li>• Identify and describe differences between the past and present and begin to understand reasons for these differences.</li> <li>• Understand and use a simple time line.</li> <li>• To use a range of resources to find out and infer information about the past; e.g. books, posters, TV programmes, video clips, talking to people.</li> <li>• Communicate my understanding through talking, writing, and drawing what I have found out.</li> </ul>
<b>Year 2</b>	<b>Significant historical events and places in their own locality</b>
	<ul style="list-style-type: none"> <li>• Know and use the terms which refer to the 'past' and 'present' when retelling an event.</li> <li>• Understand and use a simple time line.</li> <li>• Identify and describe differences between the past and the present and begin to understand reasons for these differences.</li> <li>• To use a range of resources to find out about the past e.g., books, posters, TV programmes, talking to people.</li> <li>• Communicate my understanding through talking, writing and drawing what I have found out.</li> </ul>

<b>Year 3</b>	<b>Changes in Britain from the stone age to the iron age</b>
<i>Level 2</i>	<ul style="list-style-type: none"> <li>• Know and use the terms which refer to the 'past' and 'present' when retelling an event.</li> <li>• Understand and use a simple time line.</li> <li>• Identify and describe differences between the past and the present and begin to understand reasons for these differences.</li> <li>• To use a range of resources to find out about the past e.g., books, posters, TV programmes, talking to people.</li> <li>• Communicate my understanding through talking, writing and drawing what I have found out.</li> </ul>
<b>Year 3</b>	<b>The Roman Empire and its impact on Britain</b>
<i>Level 3</i>	<ul style="list-style-type: none"> <li>• Use a timeline to understand and order historical events, understanding that a timeline can be divided into BC and AD.</li> <li>• Recall dates/periods of some significant events in History, for example using words and phrases such as century, decade, before Christ.</li> <li>• Identify and use evidence to explain features/objects which characterise periods of time for example cultural and leisure activities, houses and settlements, attitudes and religion.</li> <li>• Understand and can explain how features from life in the past influence our life today.</li> <li>• Understand that there is often more than one viewpoint on each historical event and that I cannot just believe one side of the story.</li> <li>• Use a wide range of sources of information to understand life in the past. e.g. Books, internet, personal recounts, museum, music and photographs.</li> <li>• I use a range of resources when presenting information about the past, e.g. Speaking, writing, ICT, drama and drawing.</li> </ul>
<b>Year 3</b>	<b>Britain's settlement by Anglo Saxons and Scots</b>
<i>Level 3</i>	<ul style="list-style-type: none"> <li>• Use a timeline to understand and order historical events.</li> <li>• Recall dates/periods of some significant events in History.</li> <li>• Identify and use evidence to explain features/objects which characterize periods of time, for example cultural and leisure activities, houses and settlements, attitudes and religion.</li> <li>• Understand and can explain how features from life in the past influence our life today.</li> <li>• Understand that there is often more than one viewpoint on each historical event and that I cannot just believe one side of the story.</li> <li>• Use a wide range of sources of information to understand life in the past. e.g. Books, internet, personal recounts, museum, music and photographs.</li> <li>• I use a range of resources when presenting information about the past, e.g. Speaking, writing, ICT, drama and drawing.</li> </ul>

<p><b>Year 4</b></p>	<p><b>The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor</b></p>
<p><i>Level 3</i></p>	<ul style="list-style-type: none"> <li>• Use a timeline to understand and order historical events.</li> <li>• Recall dates/periods of some significant events in History, and divide History into present using 21<sup>st</sup> Century and past using 10<sup>th</sup> and 11<sup>th</sup> Centuries.</li> <li>• Identify and use evidence to explain features/objects which characterize periods of time, for example what was important to people from the past.</li> <li>• Understand and can explain how features from life in the past influence our life today.</li> <li>• Find out how features may have changed during a time period.</li> <li>• Understand that there is often more than one viewpoint on each historical event and that I cannot just believe one side of the story.</li> <li>• Use a wide range of sources of information to understand life in the past. e.g. Books, internet, personal recounts, museum, music and photographs.</li> <li>• I use a range of resources when presenting information about the past, e.g. Speaking, writing, ICT, drama and drawing.</li> </ul>
<p><b>Year 4</b></p>	<p><b>A local History study.</b></p>
<p><i>Level 3</i></p>	<ul style="list-style-type: none"> <li>• Use a timeline to understand and order historical events.</li> <li>• Recall dates/periods of some significant events in History.</li> <li>• Identify and use evidence to explain features/objects which characterize periods of time, for example what was important to people from the past.</li> <li>• Understand and can explain how features from life in the past influence our life today.</li> <li>• Find out how features may have changed during a time period.</li> <li>• Understand that there is often more than one viewpoint on each historical event and that I cannot just believe one side of the story.</li> <li>• Use a wide range of sources of information to understand life in the past. e.g. Books, internet, personal recounts, museum, music and photographs.</li> <li>• I use a range of resources when presenting information about the past, e.g. Speaking, writing, ICT, drama and drawing.</li> </ul>

<p><b>Year 5</b></p>	<p><b>Ancient Greece - a study of Greek life and achievements and their influence of the western world.</b></p>
<p><i>Level 3</i></p>	<ul style="list-style-type: none"> <li>• Use a timeline to understand and order historical events.</li> <li>• Recall dates/periods of some significant events in History.</li> <li>• Identify and use evidence to explain features/objects which characterize periods of time, for example cultural and leisure activities, houses and settlements, attitudes and religion.</li> <li>• Understand and can explain how features from life in the past influence our life today.</li> <li>• Use a wide range of sources of information to understand life in the past. e.g. Books, internet, personal recounts, museum, music and photographs.</li> <li>• I use a range of resources when presenting information about the past, e.g. Speaking, writing, ICT, drama and drawing.</li> </ul>
<p><i>Level 4</i></p>	<ul style="list-style-type: none"> <li>• Know the dates of any significant periods in History (from this country or others) and use the correct terminology (eg, BC/AD, social religious, political, technological and cultural) when placing them on a timeline.</li> <li>• With guidance, choose reliable sources of evidence to describe lives in the past. Including homes, leisure activities, lifestyles, buildings, religion and beliefs, important people, differences between rich/poor lifestyles</li> <li>• Describe how events and developments in the past have affected life today.</li> <li>• When describing an event in the past, use a range of sources. Eg. Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums, galleries and sites. And use this information to demonstrate an understanding that there can be different versions of an event, and give clear reasons why.</li> </ul>

<p><b>Year 5</b></p>	<p><b>A non European society that provides contrast with British History – one chosen study from early Islamic civilisation; including a study of Baghdad c AD900; Mayan civilisation C. AD900; Benin (West Africa) c. AD 900 – 1300.</b></p>
<p><i>Level 3 / 4</i></p>	<ul style="list-style-type: none"> <li>• Use a timeline to know the dates of any significant periods in History (from this country or others) and use the correct terminology (eg, BC/AD, social religious, political, technological and cultural) when placing them on a timeline.</li> <li>• Recall dates/periods of some significant events in History.</li> <li>• Identify and use evidence to explain features/objects which characterize periods of time, for example cultural and leisure activities, houses and settlements, attitudes and religion.</li> <li>• Understand and begin to describe how events and developments in the past have affected life today.</li> <li>• Use and begin to choose a wide range of sources of information to understand life in the past. e.g. Books, internet, personal recounts, museum, music and photographs.</li> <li>• When describing an event in the past, use a range of sources. Eg. Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums, galleries and sites. And use this information to demonstrate an understanding that there can be different versions of an event, and give clear reasons why.</li> </ul>
<p><b>Year 6</b></p>	<p><b>A study of a theme in British History</b></p>
<p><i>Level 4</i></p>	<ul style="list-style-type: none"> <li>• Know the dates of any significant periods in History (from this country or others) and use the correct terminology (eg, BC/AD, social religious, political, technological and cultural) when placing them on a timeline.</li> <li>• With guidance, choose reliable sources of evidence to describe lives in the past. Including homes, leisure activities, lifestyles, buildings, religion and beliefs, important people, differences between rich/poor lifestyles</li> <li>• Describe how events and developments in the past have affected life today.</li> <li>• When describing an event in the past, use a range of sources. Eg. Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums, galleries and sites. And use this information to demonstrate an understanding that there can be different versions of an event, and give clear reasons why.</li> </ul>



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