



History Key Stage 1

<p>Purpose of study</p> <p>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</p>	<p>Aims</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ 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 <p>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.</p>
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Attainment targets
 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

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

Pupils should be taught to:	Year 1			Year 2		
	Aut	Spr	Sum	Aut	Spr	Sum
<ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms. 						
<ul style="list-style-type: none"> • ask and answer questions to develop critical thinking 						
<ul style="list-style-type: none"> • 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"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 						
<ul style="list-style-type: none"> • 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] 						
<ul style="list-style-type: none"> • 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] 						
<ul style="list-style-type: none"> • significant historical events, people and places in their own locality 						
<ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day 						
<ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time. 						
<ul style="list-style-type: none"> • understand some of the ways in which we find out about the past and identify different ways in which it is represented. 						

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• understand historical concepts such as continuity and change, cause and consequence,						
• identify similarities and differences between ways of life in different periods						