



## History KS 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.

At Dane Ghyll Community Primary School in Key Stage One pupils will be taught about:

- 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, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Lessons follow the Kapow Primary Scheme of Work and ensure that skills and subject knowledge build upon previous learning.

## History – KS1

### Year 1

#### How am I making history?

Children will be:

- Ordering photos on a simple timeline
- Use the terms before and after
- Talk about memories
- Know a similarity and difference between childhood now and in the past.

#### How have toys changed?

Children will be:

- Ask questions about toys in the past
- Make comparisons between the past and present
- Sequence artefacts
- Identify changes in teddy bears
- Describe how toys have changed over time.

#### What is a monarch?

- Identify some of a monarch's roles.
- Compare similarities and differences between Norman castles
- Identify that the monarchy has changed over time.

### Year 2

#### How was school different in the past?

- Ask questions about schools in the past.
- Make comparisons between schools in past and present.
- Identify features of a classroom now and from 100 years ago.
- State a preference to whether they would like to attend school in the past.

#### How did we learn to fly?

- Identify important events around the history of flight
- Explain how a significant event has changed the lives
- Ask questions about people and events in the past.
- Use primary sources to find out about people and events.

#### How have explorers changed the world?

- Name important explorers
- Recall information about past and present exploration
- Sequence events
- Understand events in relation to present day and compare how exploration has changed over time.

## Progression of Skills

Over the year, children will develop the following skills:

### **Chronological Awareness**

- Sequencing three or four events in their own life
- Using common words and phrases for the passing of time
- Sequencing three or four artefacts/photographs from different periods of time.
- Placing events on a simple timeline.
- Recording on a timeline a sequence of historical stories heard orally.

### **Disciplinary Concepts**

- Being aware that some things have changed and some have stayed the same in their own lives.
- Understanding and describing simple changes and ideas/objects that remain the same.
- Asking why things happen and beginning to explain why with support
- Beginning to look for similarities and differences over time in their own lives.
- Recalling special events in their own lives.
- Using artefacts, photographs and visits to museums to answer simple questions about the past.
- Finding answers to simple questions about the past using sources (e.g. artefacts).
- Sorting artefacts from then and now.
- Beginning to identify different ways to represent the past
- Developing their own interpretations from historical artefacts.

### **Historical Enquiry**

- Asking how and why questions based on stories, events and people.
- Asking questions about sources of evidence (e.g. artefacts).
- Using sources of information to answer questions.
- Drawing out information from sources.
- Making simple observations about the past from a source.
- Interpreting evidence by making simple deductions .
- Making simple inferences and deductions from sources of evidence.
- Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).
- Drawing simple conclusions to answer a question.
- Communicating findings through discussion and timelines with physical objects/ pictures.
- Using vocabulary such as - old, new, long time ago.
- Discussing and writing about past events or stories in narrative or dramatic forms.
- Expressing a personal response to a historical story or event.

Over the year, children will develop the following skills:

### **Chronological Awareness**

- Sequencing up to six photographs, focusing on the intervals between events.
- Placing events on a timeline, building on times studied in Year 1.
- Beginning to recognise how long each event lasted.
- Knowing where people/events studied fit into a chronological framework

### **Disciplinary Concepts**

- Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes.
- Asking questions about why people did things, why events happened and what happened as a result.
- Recognising why people did things, why events happened and what happened as a result
- Identifying similarities and difference between ways of life at different times.
- Finding out about people, events and beliefs in society.
- Making comparisons with their own lives.
- Identifying similarities and difference between ways of life at different times.
- Finding out about people, events and beliefs in society.
- Making comparisons with their own lives.
- Discussing who was important in a historical event
- Using artefacts, photographs and visits to museums to ask and answer questions about the past.
- Making simple observations about a source or artefact.
- Using sources to show an understanding of historical concepts
- Identifying a primary source.
- Recognising different ways in which the past is represented (including eye-witness accounts).
- Comparing pictures or photographs of people or events in the past.
- Developing their own interpretations from photographs and written sources.

### **Historical Enquiry**

- Asking a range of questions about stories, events and people.
- Understanding the importance of historically-valid questions.
- Understanding how we use books and sources to find out about the past.
- Using a source to answer questions about the past.
- Evaluating the usefulness of sources to a historical enquiry.
- Selecting information from a source to answer a question.
- Making links and connections across a unit of study.
- Selecting and using sections of sources to illustrate and support answers.
- Making simple conclusions about a question using evidence to support
- Communicating answers to questions in a variety of ways.
- Using relevant vocabulary in answers.
- Describing past events and people by drawing or writing.

- Expressing a personal response to a historical story or event through discussion, drawing or writing.

## History - KS2

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

Lessons follow the Kapow Primary Scheme of Work and ensure that skills and subject knowledge build upon previous learning.

At Dane Ghyll Community Primary School British History units are taught in chronological order to help build chronological understanding. Pupils will be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066
- The achievements of the earliest civilisations. An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrast with British history - Mayan civilisation c. AD 90

## History – KS2 2025/2026

Year 3	Year 4	Year 5	Year 6
<p><b><u>British History: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u></b> Children will be:</p> <ul style="list-style-type: none"> <li>• Looking at the chronology of mankind</li> <li>• Introduced to Britain's story</li> <li>• Using archaeological evidence to find out about the Stone Age, Bronze and Iron Age.</li> </ul> <p><b><u>British History: Why did the Romans settle in Britain?</u></b></p>	<p><b><u>How have children's lives changed?</u></b> Children will be:</p> <ul style="list-style-type: none"> <li>• Investigating the changes in children's lives through time</li> <li>• Learning how children's spare time, health and work have changed.</li> <li>• Exploring the most crucial change – work – in more detail</li> <li>• Learning about a day in the life of a working child and the</li> </ul>	<p><b><u>British History: Were the Vikings raiders, traders or settlers?</u></b> Children will be:</p> <ul style="list-style-type: none"> <li>• Investigating whether the Vikings were raiders, traders or settlers</li> <li>• Making boats to see if the Vikings were engineers and exploring causes and consequences.</li> <li>• Making deductions from sources, identifying the author's viewpoint and</li> </ul>	<p><b><u>What does the census tell us about our local area?</u></b> Children will be:</p> <ul style="list-style-type: none"> <li>• Investigating local history during the Victorian period</li> <li>• Carrying out an enquiry using census and factory records.</li> <li>• Learning about the changes to a family over a period of time and suggesting reasons for these changes, linking them to national events.</li> </ul>

<p>Children will be:</p> <ul style="list-style-type: none"> <li>Investigating why the Romans invaded Britain</li> <li>Learning how the Romans changed life in Britain</li> </ul> <p><b><u>What did the ancient Egyptians believe?</u></b></p> <p>Children will be:</p> <ul style="list-style-type: none"> <li>Finding out about Egyptian beliefs</li> <li>Making inferences about beliefs about the afterlife using primary sources.</li> <li>Investigating pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs</li> </ul>	<p>significance of Lord Shaftesbury and his impact.</p> <p><b><u>British History: How hard was it to invade and settle in Britain?</u></b></p> <p>Children will be:</p> <ul style="list-style-type: none"> <li>Developing an understanding of why people invaded and settled</li> <li>Learning about Anglo-Saxon beliefs and the spread of Christianity</li> <li>Assessing the contribution of the Anglo-Saxons to modern Britain.</li> </ul> <p><b><u>How did the achievements of the Maya civilisation influence their society and beyond?</u></b></p> <p>Children will be:</p> <ul style="list-style-type: none"> <li>Learning about the Maya civilisation.</li> <li>Investigating how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities.</li> <li>Using primary evidence to examine theories into how the Maya cities declined.</li> </ul>	<p>explaining how this impacts the accuracy of the source.</p> <p><b><u>British history: What was life like in Tudor England?</u></b></p> <p>Children will be:</p> <ul style="list-style-type: none"> <li>Comparing Henry VIII and Elizabeth I</li> <li>Learning about the changing nature of monarchy.</li> <li>Examining how monarchs tried to control their public images.</li> <li>Learning what life was like for people in Tudor times.</li> <li>Examining Tudor inventories.</li> </ul> <p><b><u>What did the Greeks ever do for us?</u></b></p> <p>Children will be:</p> <ul style="list-style-type: none"> <li>Investigating the city-states of Athens and Sparta to identify similarities and differences between them</li> <li>Learning about democracy</li> <li>Assessing the legacy of the Ancient Greeks.</li> </ul>	<ul style="list-style-type: none"> <li>Planning their own historical enquiry</li> </ul> <p><b><u>What was the impact of World War 2 on the people of Britain?</u></b></p> <p>Children will be:</p> <ul style="list-style-type: none"> <li>Investigating the causes of WW2</li> <li>Learning about the Battle of Britain</li> <li>Investigating the impact of the Blitz and evacuation on people's lives</li> <li>Evaluating the effectiveness of primary sources.</li> </ul> <p><b><u>Who should appear on the £10 note?</u></b></p> <p>Children will be:</p> <ul style="list-style-type: none"> <li>Making inferences from sources</li> <li>Explaining the significance of historical figures.</li> <li>Applying criteria to decide if a person is historically significant and explain why.</li> <li>Researching important aspects of a person's life.</li> <li>Explain what makes a person significant.</li> </ul>
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## Progression of Skills

<p>Over the key stage children will develop the following skills:</p> <p><b><u>Chronological Awareness</u></b></p> <ul style="list-style-type: none"> <li>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</li> <li>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>Using dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>Using BC/AD/Century.</li> <li>Sequencing eight to ten artefacts, historical pictures or events.</li> <li>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li> </ul>	<p>Over the key stage children will develop the following skills:</p> <p><b><u>Chronological Awareness</u></b></p> <ul style="list-style-type: none"> <li>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</li> <li>Understanding the term "century" and how dating by centuries works.</li> <li>Putting dates in the correct century.</li> <li>Using the terms AD and BC in their work.</li> <li>Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians</li> <li>Developing a chronologically secure understanding of British, local and world history across the periods studied.</li> </ul>
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- Placing the time studied on a timeline.
- Using dates and terms related to the unit and passing of time
- Noticing connections over a period of time.
- Making a simple individual timeline.

#### **Disciplinary Concepts**

- Identifying reasons for change and reasons for continuities.
- Identifying what the situation was like before the change occurred.
- Comparing different periods of history and identifying changes and continuity.
- Describing the changes and continuity between different periods of history.
- Identifying the links between different societies
- Identifying the consequences of events and the actions of people.
- Identifying reasons for historical events, situations and changes
- Identifying similarities and differences between periods of history.
- Explaining similarities and differences between daily lives of people in the past and today.
- Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Recalling some important people and events.
- Identifying who is important in historical sources and accounts.
- Using a range of sources to find out about a period.
- Using evidence to build up a picture of a past event.
- Observing the small details when using artefacts and pictures.
- Identifying sources which are influenced by the personal beliefs of the author.
- Identifying and giving reasons for different ways in which the past is represented.
- Identifying the differences between different sources and giving reasons for the ways in which the past is represented.
- Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.
- Evaluating the usefulness of different sources.

#### **Historical Enquiry**

- Understanding how historical enquiry questions are structured.
- Creating historically-valid questions across a range of time periods, cultures and groups of people.
- Asking questions about the main features of everyday life in periods studied, e.g. how did people live.
- Creating questions for different types of historical enquiry.
- Asking questions about the bias of historical evidence
- Using a range of sources to construct knowledge of the past.
- Defining the terms 'source' and 'evidence'.
- Extracting the appropriate information from a historical source.
- Selecting and recording relevant information from a range of sources to answer a question.
- Identifying primary and secondary sources.
- Identifying the bias of a source.

- Placing the time, period of history and context on a timeline.
- Relating current study on timeline to other periods of history studied.
- Comparing and making connections between different contexts in the past.
- Sequencing 10 events on a timeline.

#### **Disciplinary Concepts**

- Making links between events and changes within and across different time periods / societies.
- Identifying the reasons for changes and continuity.
- Describing the links between main events, similarities and changes within and across different periods/studied.
- Describing the links between different societies.
- Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.
- Analysing and presenting the reasons for changes and continuity.
- Giving reasons for historical events, the results of historical events, situations and changes.
- Starting to analyse and explain the reasons for, and results of historical events, situations and change.
- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Making links with different time periods studied.
- Describing change throughout time.
- Identifying significant people and events across different time periods.
- Comparing significant people and events across different time periods.
- Explain the significance of events, people and developments.
- Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past.
- Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Describing how secondary sources are influenced by the beliefs, cultures and time of the author.
- Comparing accounts of events from different sources.
- Suggesting explanations for different versions of events.
- Evaluating the usefulness of historical sources.
- Identifying how conclusions have been arrived at by linking sources.
- Developing strategies for checking the accuracy of evidence.
- Addressing and devising historically valid questions.
- Understanding that different evidence creates different conclusions.
- Evaluating the interpretations made by historians.

#### **Historical Enquiry**

- Planning a historical enquiry.
- Suggesting the evidence needed to carry out the enquiry.
- Identifying methods to use to carry out the research.

<ul style="list-style-type: none"> <li>• Comparing and contrasting different historical sources</li> <li>• Understanding that there are different ways to interpret evidence.</li> <li>• Interpreting evidence in different ways.</li> <li>• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li> <li>• Making links and connections across a period of time, cultures or groups.</li> <li>• Asking the question “How do we know?”</li> <li>• Understanding that there may be multiple conclusions to a historical enquiry question.</li> <li>• Reaching conclusions that are substantiated by historical evidence.</li> <li>• Recognising similarities and differences between past events and today.</li> <li>• Communicating knowledge and understanding through discussion, debates, drama, art and writing.</li> <li>• Constructing answers using evidence to substantiate findings.</li> <li>• Identifying weaknesses in historical accounts and arguments.</li> <li>• Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</li> <li>• Creating a structured response or narrative to answer a historical enquiry.</li> <li>• Describing past events orally or in writing, recognising similarities and differences with today</li> </ul>	<ul style="list-style-type: none"> <li>• Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</li> <li>• Creating a hypothesis to base an enquiry on.</li> <li>• Asking questions about the interpretations, viewpoints and perspectives held by others.</li> <li>• Using different sources to make and substantiate historical claims.</li> <li>• Developing an awareness of the variety of historical evidence in different periods of time.</li> <li>• Distinguishing between fact and opinion.</li> <li>• Recognising ‘gaps’ in evidence.</li> <li>• Identifying how sources with different perspectives can be used in a historical enquiry.</li> <li>• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</li> <li>• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</li> <li>• Interpreting evidence in different ways using evidence to substantiate statements.</li> <li>• Making increasingly complex interpretations using more than one source of evidence.</li> <li>• Challenging existing interpretations of the past using interpretations of evidence.</li> <li>• Making connections, drawing contrasts and analysing within a period and across time.</li> <li>• Beginning to interpret simple statistical sources.</li> <li>• Reaching conclusions which are increasingly complex and substantiated by a range of sources.</li> <li>• Evaluating conclusions and identifying ways to improve conclusions.</li> <li>• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li> <li>• Showing written and oral evidence of continuity and change as well as indicting simple causation.</li> <li>• Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>• Constructing explanations for past events using cause and effect.</li> <li>• Using evidence to support and illustrate claims.</li> </ul>
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