

# History

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CURRICULUM FRAMEWORK FOR KEY STAGE 1 AND 2

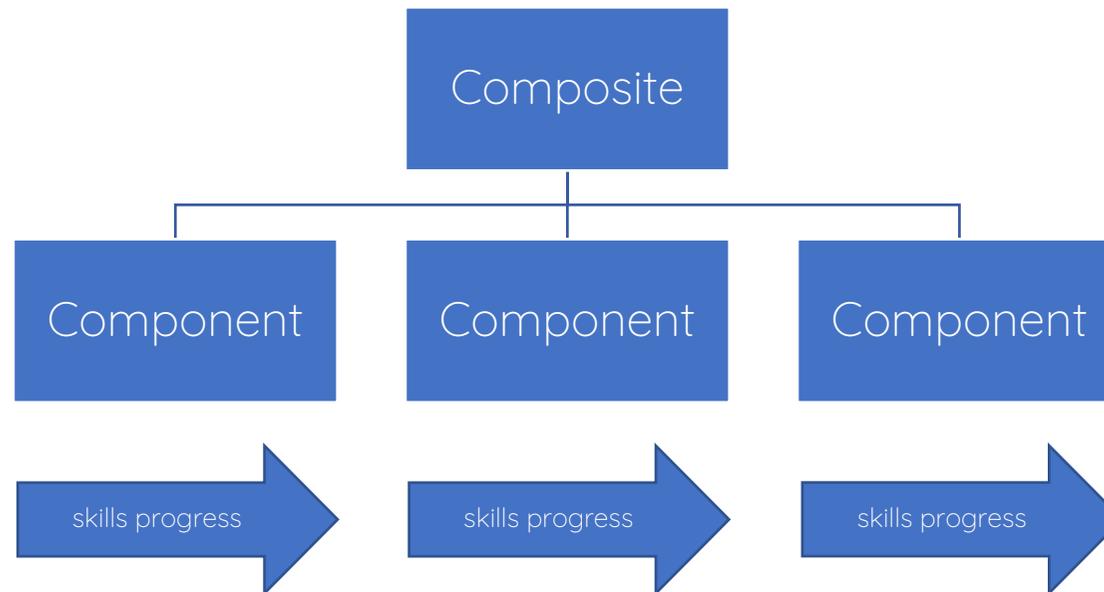
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Subject leaders need to ensure that there is clear progression through each year group towards the national curriculum requirements for their subject. This will ensure that there is a clear year-on-year acquisition of key knowledge as well as skills.

The National Curriculum is the top-level 'composite' outcomes but not the curricular components to get there – the intent. This document shows the subject progress through different components, highlighted in bold. Each component has a skill set that shows progress through each key stage.

The framework document also provides further planning opportunities for planning resources, texts, cross-curricular opportunities and cultural capital opportunities for your individual school.



History – Key Stage 1			
National Curriculum	<p>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.</p> <p>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.</p> <p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• 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]</li> <li>• 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]</li> </ul>		
	Chronological understanding	Knowledge and interpretation	Historical enquiry
Year 1	<p><b>Timelines and chronology</b></p> <ul style="list-style-type: none"> <li>• know that some objects belonged to the past</li> <li>• put up to three objects in chronological order (recent history)</li> <li>• put up to five objects/events in chronological order (recent history)</li> <li>• explain how they have changed since they were born</li> <li>• recognise that a story that is read to them may have happened a long time ago</li> <li>• say why they think a story was set in the past</li> <li>• retell a familiar story set in the past</li> </ul> <p><b>Own past</b></p> <ul style="list-style-type: none"> <li>• talk about things that happened when they were little</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• use words and phrases like ‘very old’, ‘when mummy and daddy were little’</li> <li>• use words and phrases like old, new and a long time ago</li> <li>• use the words before and after correctly</li> </ul>	<p><b>People and society</b></p> <ul style="list-style-type: none"> <li>• appreciate that some famous people have helped our lives be better today</li> <li>• understand that we have a queen who rules us and that Britain has had a king or queen for many years</li> <li>• know who will succeed the current monarch and how succession works</li> <li>• explain differences between past and present in their life and that of other children from a different time in history</li> </ul> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>• recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</li> <li>• talk about an important historical event that happened in the past</li> </ul> <p><b>Artefacts</b></p> <ul style="list-style-type: none"> <li>• begin to identify the main differences between old and new objects</li> <li>• identify objects from the past, such as vinyl record or CD</li> <li>• explain why certain objects were different in the past, eg. an iron, music systems, televisions</li> </ul>	<p><b>Using sources of evidence</b></p> <ul style="list-style-type: none"> <li>• ask and answer questions about old and new objects</li> <li>• spot old and new things in a picture</li> <li>• answer questions using an artefact/photograph provided</li> <li>• give a plausible explanation about what an object was used for in the past</li> <li>• answer questions using a range of given artefacts/photographs</li> <li>• find out more about a famous person from the past and carry out some research on him or her</li> </ul>

History – Key Stage 1				
Year 1	Study content (Romans, Victorians etc)	Chronological understanding	Knowledge and interpretation	Historical enquiry
Software/websites/ texts				
Topic/Curriculum opportunities				
Cultural Capital opportunities				
<b>SMSC</b>	<p><b>Spiritual</b> History supports spiritual development by helping children develop a sense of curiosity and mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and to aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.</p>	<p><b>Moral</b> History supports moral development by asking children to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind those decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.</p>	<p><b>Social</b> History supports social development by exploring the similarities and contrasts between past and present societies. Pupils are made aware of how, in the main, we are very fortunate to live in ‘the modern world’ which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of ‘British’ culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.</p>	<p><b>Cultural</b> History supports cultural development by encouraging children to gain an understanding of, and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of ‘British’ culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.</p>