



Bolton Primary School History

2024-2026

Bolton Primary School History Policy

Purpose of study:

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. It helps them place our society and our current way of life in context.

Aims:

The national curriculum for history aims to ensure that all pupils:

- 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
- 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.

Content:

Early Years:

Children will be given opportunities to talk about the lives of the people around them and their roles in society. They will also recognise similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will develop an understanding of the past through settings, characters and events encountered in books read in class and storytelling.

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. To ensure progression from the Early Years through to KS1 and KS2, units will build upon the knowledge and understanding gained in earlier units.

Pupils should 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
- 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
- significant historical events, people and places in their own locality

Key Stage 2:

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Areas of study will include:

- Changes in Britain from the Stone Age to the Iron Age
- The achievements of the earliest civilizations and a non-European civilisation and their influence on the Western World:
- The Maya Civilisation.
- Ancient Egypt
- Ancient Greece
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking raids and the Viking settlement of Jorvik
- Anglo-Saxon struggle for power up to the Norman Conquest in AD1066.
- Significant British Monarchs - William the Conqueror/King John/Henry VIII/Queen Anne/Queen Victoria/Elizabeth II.
- A local history study of Carlisle Castle.
- A study of Crime and Punishment throughout British history, extending pupils' chronological knowledge beyond 1066
- World War Two
- A study of Leisure and Entertainment in Britain throughout the 20th century.

The work for the study units will be taught over a 2 year rolling programme: Y1/2, Y3/4, Y5/6.

The multicultural content will encompass the teaching of tolerance, an understanding of British values, empathy and social awareness. Information technology will be used extensively, as appropriate, and will develop as resources and technologies become available.

Teaching and Learning:

All children will study either History or Geography one session per week. The knowledge, skills and understanding will be taught within history topics to ensure continuity and progression through the two key stages and to provide a sound structure on which to build as they continue to KS3. The children will often work in small groups and the lesson content will be pitched to the children's individual needs, interests and abilities. Where possible cross-curricular links will be made and visits, visitors, drama & role play will enhance the meeting of objectives. KS1 units will be taught by a teacher or, at times, a TA under the supervision of the teacher. KS2 units will be taught and delivered by the subject lead teacher.

Differentiation:

Those with particular special needs may have extra support for the activities and the language content altered. The recording of information can be changed to oral or pictorial communication and resources modified to be accessed more easily.

Disadvantaged: The school is committed to raising achievement for disadvantaged young people. Teachers and teaching assistants will ensure an equitable approach and give more support, guidance and challenge to our disadvantaged in all our lessons.

Assessment:

There will be a unit assessment at the end of the block of learning based on key learning objectives. Assessment will also take place informally through observation, open questioning, discussions and marking children's work. This information will be recorded on our school's foundation tracking sheets and shared termly with parents.

Evaluation. Monitoring and Review:

This policy is a working document and should be updated every two years. This policy was reviewed in the summer term 2022 and is due for another review in the summer term 2024. The subject lead is Andrea Moody and the current governor with responsibility for History is Carla Miller.

This policy was reviewed Summer 2024 and will be reviewed again Summer 2025.

Subject Co-ordinator: Andrea Moody (Since September 2020)

What does History look like at our school?

History at Bolton offers a coherently planned sequence of lessons of local, national and internationally significant periods, events and historical aspects; ensuring teachers have progressively covered the skills and concepts required in the National Curriculum. Our aim is for children to leave us feeling inspired and curious to find out even more. We support our children to do this by building awareness of both their own heritage and that of the wider world, and by equipping them with the essential disciplinary skills that can be used and applied within meaningful historical enquiry. The curriculum will develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

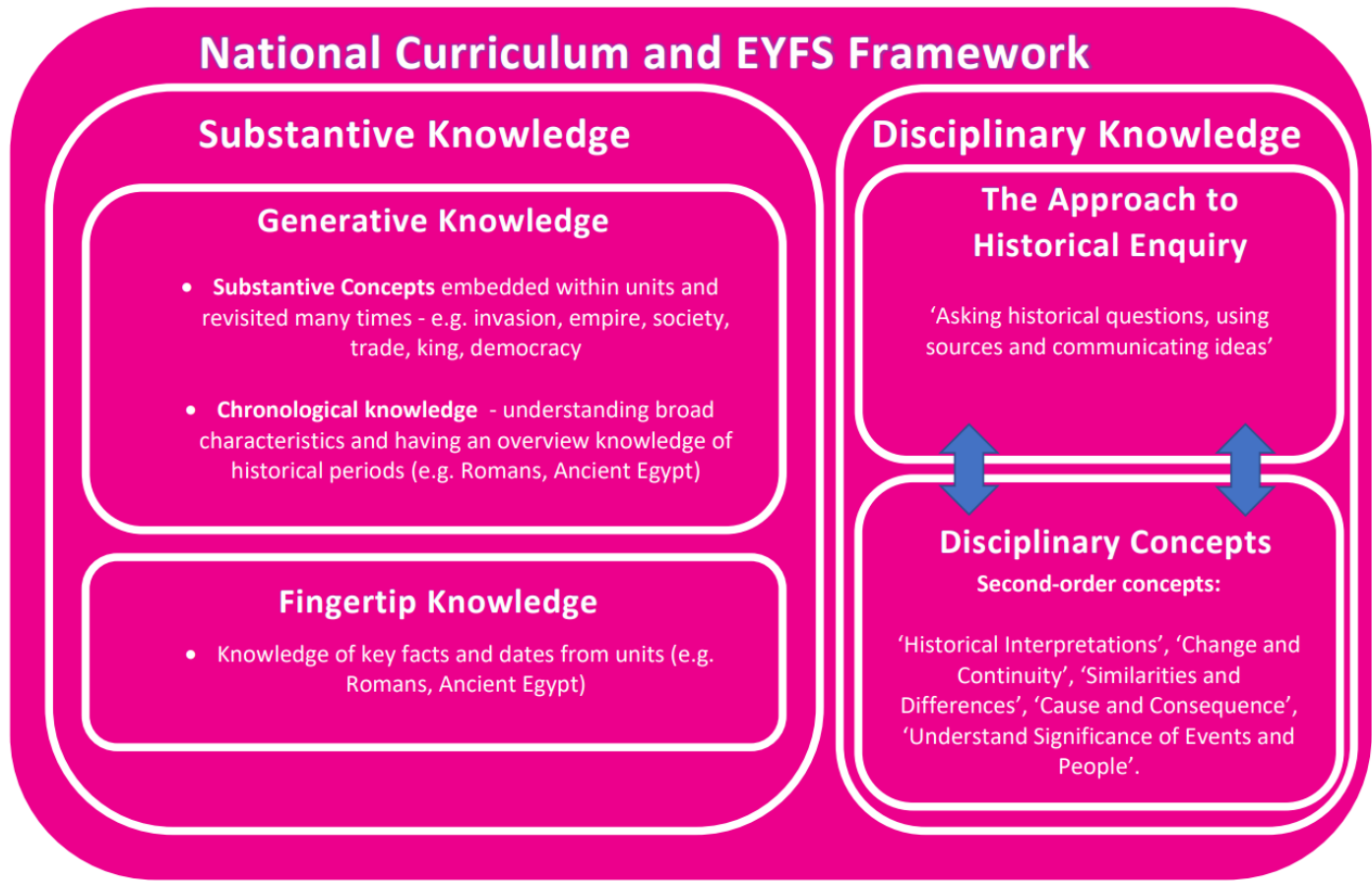
This process of knowledge acquisition begins in Reception with a focus on local history and familiar aspects of the past. Learning about the immediate world around them is the ideal foundation for later learning in Key Stage 1 and 2. For example, the coverage of recent history in KS1 through units such as 'Toys' and 'Kings and Queens' enables children to build upon their understanding of time, events and people within their memory and their parents' and grandparents' memories. This learning is undertaken whilst children also build knowledge of substantive concepts and slowly enrich their chronological schema. Children learn to ask questions, use different sources and begin to understand that the past can be represented in different ways. Enquiry questions will ensure that the disciplinary concepts are covered, for example, the disciplinary concepts of similarity and difference, cause and consequence & change and continuity. Children will have a secure understanding of substantive concepts that have been re-visited throughout the curriculum; concepts, such as, conquest, trade, empire and civilization. Alongside developing substantive knowledge we want our children to have developed a secure grounding in disciplinary concepts, recognizing how to ask historical questions using sources and through communicating their ideas.

For example, in KS2 the unit of work on Carlisle Castle (Y5/6) builds upon understanding of historical terms, such as, monarch and war encountered in KS1 when studying Kings and Queens, and in Lower Key Stage 2, terminology such as, reign, empire, invasion and kingdoms when studying Anglo-Saxons, Romans and WW2. There are other inbuilt opportunities to make connections and develop links Anglo-Saxons and Scots (Y3/4) with Vikings & Anglo-Saxons (Y5/6). In KS2, the units of work enable children to see how civilisations were interconnected. Children start to understand how some historical events occurred concurrently in different locations, e.g., Ancient Egypt and the Stone Age. Disciplinary knowledge is systematically developed in tandem with substantive knowledge. Each unit taught will ensure that children develop a wider chronological understanding of history, lessons will incorporate a focus on an understanding of time and where key events occurred; as we have mixed age classes we have a two-year cycle in place, which affects our ability to teach time periods in a chronological order, however, a timeline is displayed within the classrooms and children can reference and refer to events from prior learning and units yet to come.

In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Activities are adapted for children with SEND, such as using enlarged text, clear fonts & well spaced print. Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory. • A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support. We have medium term plans that are developed by subject leaders; these are a specific series of lessons for each unit, which will usually start with a

question or area of focus and will include an assessment of prior knowledge. These are stored in the subject leader file and on Teams. Units are delivered over a half term, which is generally a 5-7 week block, and follow a similar sequence of accumulative learning with an assessment unit at the end. Teachers reflect on teaching & learning in individual lessons and throughout the unit as a whole and adapt accordingly. The revision and introduction of key vocabulary is built into each lesson and the use of knowledge organisers. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Storytelling is such a key part of history and our youngest children are supported to understand the past through the settings, characters and events they encounter in stories read and shared. Our children will further develop their enjoyment of listening to and reading stories through the inclusion of texts, with historical focus and content, fostered throughout our history curriculum; children will further develop critical thinking and literacy skills through this cross curricular approach. Our children will leave us feeling inspired and curious to find out even more. We will support our children to do this by building awareness of both their own heritage and that of the wider world, and by equipping them with the essential disciplinary skills that can be used and applied within meaningful historical enquiry

The Relationship of Different Kinds of Knowledge in History



Strengths and Next Steps

Strengths	Next Steps
<p>Schemes of work have been carefully chosen to ensure effective, comprehensive & sequential coverage of National Curriculum objectives; we then personalise them to our school and locality wherever possible. These are built upon, in terms of progression across key stages, and there are strong links and themes.</p> <p>LKS2 and UKS2 and are taught by the subject lead which is further ensuring good progression of skills and providing even greater opportunities for links between units.</p> <p>EY are taught in a small cohort by the subject lead and the KS1 History teacher ensuring a good grounding in foundational UW skills which are pre-cursors to the history curriculum.</p> <p>All year groups now have a refined regular programme of cultural capital & enhancement opportunities - visitors, workshops, artefact boxes and trips/residential over the two year plan.</p> <p>Questionnaires have illustrated a high level of enjoyment of history across the school, trips have been reported by the children as particular highlights, making learning memorable.</p> <p>Timelines are displayed in KS2 classrooms, reinforcing understanding of chronology.</p>	<p><u>Focus: Quality of Education</u></p> <ul style="list-style-type: none"> • Incorporate & adapt units of work from Mary Myatt's Teacher's Collection; using texts to interest learners and make learning memorable. • Incorporate & adapt units of work from The History Association. • Utilise new resources purchased. <p><u>Focus: Behaviour & Attitudes</u></p> <ul style="list-style-type: none"> • Implement Zones of Regulation to enable children to identify and regulate their own emotional responses and patterns of behaviour to ensure they are able to learn. <p><u>Focus: Personal Development of Children</u></p> <ul style="list-style-type: none"> • Provide more opportunities for children to structure their own research. <p><u>Focus: Leadership & Management.</u></p> <ul style="list-style-type: none"> • Governor to be updated termly via email and opportunity to meet. • Discuss adapted KS1 curriculum with the class teacher, look at how Mary Myatt Schemes have been implemented in KS1,

History links are sought across the EY curriculum, stories and non-fiction books are used to develop their understanding of the past. Children share their experiences with the class.

The history lead is also the EY specialist which ensures a good grasp of the EY ELG's linked to history and best practice.

Large Knowledge Organisers are laminated and on tables, in addition to in individual books, which has increased independent use of them.

Progression of Skills in History at Bolton

	KS1	LKS2	UKS2
Historical Interpretations	<p>KS1 History National Curriculum Children 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>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources.
Historical Investigations	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chronological Understanding</p>	<p>KS1 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>KS2 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a 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; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>KS2 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding of Events, People and Changes in the Past</p>	<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods.</p> <p>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"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past. 	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, Organising and Communicating	<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b 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; c start to present ideas based on their own research about a studied period. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b 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, information/travel guides, posters, news reports; c plan and present a self-directed project or research about the studied period.
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Bolton Long Term Planning - History

A	Autumn	Spring	Summer
Y1/2	Kings & Queens	Nurturing Nurses	Toys
Y3/4	Crime & Punishment	Anglo-Saxons & Scots	Ancient Egypt
Y5/6	Ancient Greece	Vikings & Anglo-Saxons	Carlisle Castle
B	Autumn	Spring	Summer
Y1/2	Gunpowder Plot	Beatrix Potter	The Fire of London
Y3/4	Riotous Royalty	Romans	World War Two
Y5/6	Stone Age to Iron Age	Leisure & Entertainment	Maya Civilisation



Bolton History Curriculum Coverage

EYFS Framework - I can statements	Understanding the World - Past & Present experiences
I can talk about the lives of people around me and their roles in society.	Circle time, sharing news from home. Show & tell, experiences on Tapestry. Continuous provision - role play. Planned UW activities linked to KS1 History unit
I know some similarities and differences between things in the past and now, drawing on my own experiences and what has been read in class.	Circle time, sharing news from home. Show & tell, experiences on Tapestry. Continuous provision - role play Planned UW activities linked to KS1 History unit
I can understand the past through settings, characters and events in stories.	Continuous provision - reading area/small world/role play. All literacy units. Storytime. Planned UW activities linked to KS1 History unit

KS1 National Curriculum - I can statements	Unit
I can discuss and describe the lives of important people, such as, Queen Victoria, Neil Armstrong, Rosa Parks and Florence Nightingale.	Kings & Queens Y1/2 - Autumn A
I can discuss and describe the lives of important people, such as, Queen Victoria, Neil Armstrong, Rosa Parks and Florence Nightingale.	Nurturing Nurses Y1/2 - Spring A
I can discuss and describe changes to recent history	Toys Y1/2 - Summer A
I can discuss and describe events from long ago, both in the UK and in other countries.	Gunpowder Plot Y1/2 - Autumn B
I can discuss and describe important historical events, people and places where I live.	Beatrix Potter Y1/2 - Spring B
I can discuss and describe events from long ago, both in the UK and in other countries, such as the Great Fire of London.	Great Fire of London Y1/2 - Summer B

KS2 National Curriculum - I can statements	Unit
I can study an aspect or theme in British history that happened after 1066 - Crime and Punishment.	Crime & Punishment Y3/4 - Autumn A
I can discuss and describe Ancient Greek life, their achievements and their influence on the western world.	Ancient Greece Y5/6 - Autumn A
I can discuss and describe Britain's settlement by Anglo-Saxons and Scots for example, Anglo-Saxon invasions, settlements and kingdoms: place names and village life.	Anglo-Saxons & Scots Y3/4 - Spring A
I can discuss and describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, for example, resistance by Alfred the Great and Athelstan, first king of England.	Vikings & Anglo-Saxons Y5/6 - Spring A
I can understand where and when the first civilizations appeared and conduct a deeper study of the achievements of Ancient Egypt.	Ancient Egypt Y3/4 - Summer A
I can take part in a local history study for example how important wider historical events impacted my local area	Carlisle Castle Y5/6 - Summer A
I can study an aspect or theme in British history that happened after 1066	Riotous Royalty Y3/4 - Autumn B
I can discuss and describe changes in Britain from the Stone Age to the Iron Age, for example, Iron Age hill forts: tribal kingdoms, farming, art and culture.	Stone Age to Iron Age Y5/6 - Autumn B
I can discuss and describe the Roman Empire and its impact on Britain for example, the 'Romanisation' of Britain: sites such as Birdoswald and the impact of technology, culture and beliefs, including early Christianity.	Romans Y3/4 - Spring B

I can study an aspect or theme in British history that happened after 1066	Leisure & Entertainment Y5/6 - Spring B
I can study an aspect or theme in British history that happened after 1066	World War 2 Y3/4 - Summer B
I can discuss and describe the differences between British history and Mayan civilization c. AD 900.	Mayan Civilisation Y5/6 - Summer B

History

Purpose of study

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.

Aims

The national curriculum for history aims to ensure that all pupils:

- 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
- 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.

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’.

Subject content

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 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.

Key stage 2

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

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

Examples (non-statutory)

This could include:

- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
 - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
 - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
 - a significant turning point in British history, for example, the first railways or the Battle of Britain
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- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
 - Ancient Greece – a study of Greek life and achievements and their influence on the western world
 - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.