



## KS1 Coverage

Pupils should be taught an awareness of the past, using common words and phrases relating to the passing of time. They should know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life within different periods. 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.

## KS2 History Coverage

Pupils should 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 know connections, contrasts, and trends over time and use historical terms accurately to discuss time periods. KS2 pupils should be able to make comparisons within and across time periods, discussing similarities and differences accordingly.

		Historical Skills						
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Chronological understanding (Disciplinary Knowledge)	Sequence events in their own life.	Sequence artefacts closer together in time - check with reference book.	Place the time studied on a time line	Place events from period studied on time line	Know and sequence key events of time studied	Place current study on time line in relation to other studies	Chronological focus: 1060 - 1509	
	Sequence 3 or 4 artefacts from distinctly different periods of time.	Sequence photographs from difference periods of their life.	Use dates and terms related to the study unit and passing of time Sequence several events or artefact	Use terms related to the period and begin to date events  Understand more complex terms e.g. BC/AD	Use relevant terms and period labels  Make comparisons between different times in the past	Use relevant dates and terms  Sequence up to 10 events on a time line	A detailed study of medieval England, topics include: England in the 1060's. The life and times of Edward the confessor, the succession crisis, competing contenders and the Battle of Hastings. Williams's consolidation of power.	
	Match objects to people of different ages.	Compare events, similarities and differences over time.						
	Order some events they							

	<p>have learnt about from furthest away to most recent.</p> <p>Know what a timeline is.</p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p>	<p>Describe memories of key events in their lives.</p> <p>Accurately order events they have learnt about from furthest away to most recent.</p> <p>Understand and use the words past and present when telling others about an event.</p> <p>Use a simple timeline to place important events and people.</p>					
<p>Range and depth of Historical knowledge (Substantive Knowledge)</p>	<p>Know about and name many of the changes that have happened since I was born.</p>	<p>Know about an event that happened before my grandparents were born.</p> <p>Know about someone famous who</p>	<p>Know about how Stone Age people hunted for their food and what they ate.</p> <p>Know about many of the differences between the stone,</p>	<p>Know about and talk about the struggle between the Athenians and the Spartans.</p> <p>Know about some of the things that the Greeks gave the world.</p>	<p>Know where Anglo Saxons came from.</p> <p>Know at least two famous Anglo- Saxons.</p> <p>Use a timeline to show when the Anglo-Saxons were in England.</p>	<p>Research in order to find similarities and differences between two or more periods of history.</p> <p>Know how to place features of historical events</p>	<p>Chronological focus: 1060 - 1509</p> <p>A detailed study of medieval England, topics include: England in the 1060's. The life and</p>

	<p>Know how to ask and answer questions about old and new objects.</p> <p>Use words and phrases like old, new and a long time ago.</p> <p>Know words and phrases like: before, after, past, present, then and now.</p> <p>Spot old and new things in pictures.</p> <p>Give examples of things that were different when my grandparents were children.</p> <p>Know how things were different when my</p>	<p>was born or lived near our town.</p> <p>Know why there is a monument to a famous person or event in the town centre</p> <p>Recount the life of someone famous who lived outside of Britain and explain why they were famous.</p> <p>Know about the life of a famous person in the past because I know how to research.</p> <p>Know how to use books and the internet to find out more information about the past.</p> <p>Know how to find things out</p>	<p>bronze and iron ages.</p> <p>Know about what people learnt from stone age paintings</p> <p>Describe what a typical day would have been like for a stone age man, woman or child</p> <p>Know about the key features of Ancient Egypt.</p> <p>Know that there were many advanced civilisations on earth 3000 years ago.</p>	<p>Know that Greeks were responsible for the birth of the Olympics.</p> <p>Know that the Greek Gods were an important part of Greek culture.</p> <p>Know how to locate Greece on a map.</p> <p>Know about at least three things that the Romans did for our country.</p> <p>Know why the Romans needed to build forts in this country.</p> <p>Know that Rome was a very important place and many decisions were made there.</p> <p>Know about the life of at least two Romans.</p> <p>Know how our locality today has been shaped by what happened in the past.</p> <p>Know about the impact that a period of history had on the world.</p> <p>Research to find answers to specific historical</p>	<p>Know the link between Anglo Saxons and Christianity.</p> <p>Know that many Anglo Saxons were farmers.</p> <p>Know that the Anglo-Saxons gave us many of the words that we use today</p> <p>Know that Britain was invaded on more than one occasion.</p> <p>Know that the Anglo Saxons and Vikings were often in conflict.</p> <p>Know how to use a timeline to show when the Viking raids started.</p> <p>Know why the Vikings often overpowered the Anglo Saxons</p> <p>Show on map where the Vikings came from and where they invaded our country.</p> <p>Draw a timeline with different historical periods showing key historical events or</p>	<p>and people from the past societies and periods in a chronological framework.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people.</p> <p>Know how crime and punishment has changed over a period of time.</p> <p>Know about the main events from a period of history, explaining the order of events and what happened.</p> <p>Know that many of the early civilisations gave much to the world</p> <p>Know about a Non-European society and compare to British History - Early Islamic Civilisation</p>	<p>times of Edward the Confessor, the succession crisis, competing contenders and the Battle of Hastings.</p> <p>Williams's consolidation of power</p>
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	<p>grandparents were children.</p> <p>Recount the life of a famous person from Britain and know what they did to make the world a better place</p>	<p>about the past by talking to an older person.</p> <p>Know what certain objects from the past might have been used for.</p>		<p>questions about our locality.</p>	<p>lives of significant people.</p> <p>Know that many Vikings came to our country as peaceful farmers.</p> <p>Know how Britain was a major influencer of the world.</p> <p>Know how an event or events from the past has shaped our life today.</p>		
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Interpretations of history (Disciplinary Knowledge)	Observe or handle primary sources of evidence to ask questions and find answers to questions about the past	Know some of the different ways the past has been represented through primary and secondary sources.	<p>Know that we can use primary and secondary evidence to ask questions and find answers to questions about the past.</p> <p>Know how to suggest suitable primary and secondary sources of evidence for historical enquiries.</p>	<p>Know how to use more than one source of primary or secondary evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Know how to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</p>	<p>Know how to use sources of evidence to deduce information about the past.</p> <p>Know how to select suitable sources of evidence giving reasons for their choices.</p> <p>Know how to use sources of information to form testable hypotheses about the past.</p>	<p>Know how to seek out and analyse a wide range of evidence in order to justify claims about the past</p> <p>Know about propaganda and how historians must understand the social context of evidence studied.</p> <p>Know that no single source of evidence gives the full answer to questions about the past.</p> <p>Know how to define lines of enquiry as appropriate.</p>	<p>A focus on a variety of sources on a topic and children would be expected to use the skills they have developed in previous years to say whether or not a source is reliable. It would also focus on what makes a primary and secondary source as well as different varieties of sources.</p> <p>source analysis to determine whether John should get the title 'Bad King John'</p>
Historical Enquiry (Disciplinary Knowledge)	Finding answers to simple questions about the past using sources.	Use sources, observe or handle sources to answer questions about the past on a basis of simple observations.	<p>Use a range of sources to find out about a period</p> <p>Observe small details - artefacts pictures</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an</p>	<p>Multiple source analysis comparing King John with other Kings of the period such as his brother, Richard I, and</p>

	<p>Explore events, look at pictures and ask questions e.g. "Which things are old and which are new?" or "What were people doing?"</p> <p>Explore pictures/objects from the past and ask questions e.g. "What were they used for?" and try and answer.</p>	<p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past e.g. What happened in the past? What was it like for people in the past?</p> <p>Use a wide range of information to answer questions.</p>	<p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>	<p>his father Henry II.</p>
<p>Organisation and communication (Disciplinary Knowledge)</p>	<p>Communicate their knowledge through - drama, discussion, drawing, making models, writing, using ICT.</p>	<p>Communicate their knowledge through - drama, discussion, drawing, making models, writing, using ICT.</p>	<p>Communicate their knowledge through</p> <p>Discussion ... Drawing pictures... Drama/role play ... Making models... Writing... Using ICT...</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	