



GCA Working Historically

The National Curriculum for history (2014) 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.

The first three aims are primarily concerned with building knowledge. The next two are concerned with understanding the big ideas and processes of history. The last of the aims effectively sets out the overall goal of history education: we want young people to gain an increasingly mature and informed historical perspective on their world. All the other aspects feed this one.

By the end of Key Stage 1 pupils should:

- Develop an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework
- Identify similarities and differences between ways of life in different periods
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented

By the end of 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
- Note connections, contrasts and trends over time
- Develop the appropriate use of historical terms
- Regularly address and sometimes devise historically valid questions about change cause, similarity and difference, and significance
- Construct informed responses that involve thoughtful selection and organization of relevant historical information
- Understand how our knowledge of the past is contrasted from a range of sources

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge / understanding	<p>To use everyday language related to time.</p> <p>To order and sequence familiar events.</p> <p>To describe main story settings, events and principal characters.</p> <p>To talk about past and present events in their own lives and in lives of family members.</p>	<p>To sequence events in a historical period and use this to support the retelling of past events.</p> <p>To use common phrases related to time such as: before, after, since, etc.</p> <p>To order objects into chronological order.</p>	<p>To sequence events, photos and artefacts closer together in time.</p> <p>To begin to identify similarities and differences between today and another period in time.</p> <p>To use more complex phrases to describe time such as: a long time ago, centuries ago, etc.</p> <p>To describe memories of key events in their lives.</p>	<p>To sequence events, photos and artefacts into chronological order.</p> <p>To place the historical time they are studying onto a timeline.</p> <p>To begin to understand more complex terms such as BC and AD.</p> <p>To use evidence to describe changes within a time period.</p>	<p>To place events from the period studied on a timeline using key dates.</p> <p>To use terms related to the period being studied.</p> <p>To describe and make links between events and changes.</p>	<p>To know and sequence key events of the time being studied.</p> <p>To use relevant terms and period labels.</p> <p>To relate current events with ones from previous years.</p> <p>To make comparisons between different times in the past.</p> <p>To understand the concept of decades and centuries and use this to divide the past into periods of time.</p>	<p>To know and sequence key events of the time being studied.</p> <p>To use relevant dates and terms.</p> <p>To explain the influences and significance between two periods of time.</p> <p>To identify connections, trends and contrasts over time.</p> <p>To speculate how present events and actions might be seen and judges in the future.</p> <p>To speculate – what if? What if England had lost the war? Etc.</p>

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Historical knowledge and terms	<p>To identify changes in their own time – now and when they were a baby.</p> <p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>To begin to describe similarities and differences between now and then.</p> <p>To develop a sense of time and how fast things change.</p> <p>To show an understanding of some key events.</p> <p>To begin to reason why things might change such as: improvements in technology, etc.</p> <p>To use a range of sources to find out characteristic features of the past.</p>	<p>To identify difference between ways of life in different times.</p> <p>To identify similarities and differences between now and the past.</p> <p>To recount key events from the past in their own words and begin to explain why these events happened.</p> <p>To begin to think about the impact that historical events have on modern life.</p> <p>To use vocabulary such as investigate, sources and artefacts.</p>	<p>To find out about the everyday lives of people in the time studied and compare with life today.</p> <p>To identify the reasons for and results of peoples actions.</p> <p>To understand the decisions people made during time studied.</p> <p>To use historical terms such as: empire, parliament and monarchy appropriately.</p>	<p>To use evidence to reconstruct life in the time studied.</p> <p>To identify key features and events in the time being studied.</p> <p>To look for links and effects in the time studied.</p> <p>To use historical terms such as: empire, parliament and monarchy appropriately.</p>	<p>To study different aspects of life of different people such as men and women.</p> <p>To examine the causes and results of great events and the impact on people.</p> <p>To compare aspects of life with the same aspects in another period.</p> <p>To use historical terms such as: primary and secondary sources, change and continuity appropriately.</p>	<p>To find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>To write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>To know key dates, figures, and events in the time being studied.</p> <p>To use historical terms such as cause, consequence, similarity, difference and significance appropriately.</p>

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Interpretations of history	<p>To discuss different versions of the same event.</p> <p>To look at illustrations of the same person.</p>	<p>Begin to identify different ways to represent the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p>	<p>To compare pictures or photographs of people and events in the past.</p> <p>To be able to identify different ways to represent the past.</p> <p>To begin to question how reliable a source is.</p>	<p>To identify and give reasons for different ways in which the past is represented.</p> <p>To distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the time period through museums and cartoons / illustrations.</p>	<p>To identify the sources which are available for this time period being studied.</p> <p>To begin to evaluate the usefulness of different sources.</p>	<p>To compare and contrast accounts of the same events from different sources.</p> <p>To start to explain why there are different versions of the same event.</p>	<p>To link sources together.</p> <p>To consider ways of checking the accuracy of interpretations.</p> <p>To be aware that different evidence will lead to different conclusions.</p>

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Historical enquiry – using evidence / communicating ideas	<p>Ask ‘how’ and ‘why’ questions in response to stories or events.</p> <p>To distinguish between old and new.</p>	<p>To sort artefacts into then and now.</p> <p>To ask and answer questions about sources of evidence.</p>	<p>To ask their own what, why, when, where, who and how questions about a source of information.</p> <p>To sequence a collection of artefacts on a timeline.</p> <p>To begin to identify the similarities and differences between sources.</p>	<p>To use a range of sources to find out about the past.</p> <p>To select and record relevant information to the time being studied.</p>	<p>To use evidence to build up a picture of the past.</p> <p>To choose a relevant source to present a picture of one aspect of life in the past.</p> <p>To ask a variety of questions about the past.</p>	<p>To begin to use primary and secondary sources.</p> <p>To use evidence to build up a picture of life in the past.</p> <p>To select relevant sources of information.</p>	<p>To recognize primary and secondary sources.</p> <p>To use a wide range of sources to find out about an aspect of time.</p> <p>To construct informed responses by selecting and organising relevant historical information from primary and secondary sources and own knowledge.</p>