

Key knowledge development: KS2 History

	Year 3	Year 4	Year 5	Year 6
	Stone Age to Iron Age Romans Anglo-Saxons	Vikings Ancient Egyptians Challenging the slave trade Our changing village	The Industrial Revolution WW2 Ancient Greece Our changing school	Shakespearean role models The impact of colonisation Benin
Aspects of History	<p><u>Homes, houses and communities.</u></p> <ul style="list-style-type: none"> ❖ <i>Changes in Britain from the Stone Age to the Iron Age.</i> ✓ The children will learn about life in the Stone Age, investigating the materials used for housing, the organisation of a Stone Age village and the roles people had within them. They will consider how things have changed since then and what elements of Stone Age life they would like to have preserved or removed. • Stone age: Late Neolithic hunter-gatherers and early farmers. • Bronze Age: Technology (Surplus of food from better quality tools) • Iron Age: Hill forts and communities. (development of community) 	<p><u>Our changing village</u></p> <ul style="list-style-type: none"> ❖ <i>A local history study</i> ✓ The children will learn about the changes in the size, shape and land use in Endon, since earliest records to the modern day. They will consider how houses have changed (Size, location and type, including numbers on each household) and undertake surveys to gather local opinions about the changing village and views about 'what every village should have' 	<p><u>The Industrial Revolution – a change for good?</u></p> <ul style="list-style-type: none"> ❖ <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> ✓ The children will learn about different the growth of cities and how conditions changed – considering the impact on living and working conditions with the influx of people into cities. Once this learning is established the children will reflect on the role of philanthropists in dealing with the needs of society and consider the costs and benefits of industrialisation. 	<p><u>Nelson Mandela – challenging a colonial past?</u></p> <ul style="list-style-type: none"> ❖ <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> ✓ The children will learn about the lives of Nelson Mandela & Mahatma Gandhi, comparing and contrasting their lives & resistance to colonial settlers. The children will reflect upon how the two leaders should be described and remembered.
Aspects of History	<p><u>Romans: a force for good?</u></p> <ul style="list-style-type: none"> ❖ <i>The Roman Empire and its impact on Britain</i> ✓ The children will learn about the Romans and their legacy. They will consider the changes the Romans brought to our society and culture – and how they enforced their rules. The children will consider the extent to which the Roman arrival and legacy was a good thing for those living in Britain at the time. • 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 	<p><u>Vikings – invaders or settlers?</u></p> <ul style="list-style-type: none"> ❖ <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i> ✓ The children will learn about the Viking arrival in Britain – the reasons for their arrival and their legacy. The children should consider the changes they brought to Britain and how they might view their arrival and impact on British life and culture, building on their knowledge of the Anglo-Saxon • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld. • Edward the Confessor and his death in 1066. 	<p><u>WW2 – friends or foe?</u></p> <ul style="list-style-type: none"> ❖ <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> ✓ The children will learn about the key events of World War 2, particularly focussing on the soldiers experiences on both sides. They should consider the similarities and differences of soldiers' motives to fight in the war and the dilemma these may have caused. 	<p><u>Tudor Royalty- Dealing with opposition.</u></p> <ul style="list-style-type: none"> ❖ <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> ✓ The children will learn about the issues and concerns of Tudor England and how these affected different parts of society (e.g rich/ poor, men/women). They will also consider how the different monarchs dealt with opposition and reflect on the similarities and differences between this approach and form of government considered in earlier studies.

Key knowledge development: KS2 History

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Aspects of History</p>	<p><u>Anglo- Saxons: Our religious heritage?</u></p> <ul style="list-style-type: none"> ❖ Britain's settlement by Anglo-Saxons and Scots. ✓ The children will learn about the departure of the Romans and the arrival of the Anglo-Saxons. They will consider the differences between the customs, cultures and rule of both groups. They will decide to what extent, and in which ways, the Anglo-Saxons built on the legacy of the Romans- paying particular attention to governance, religion and the impact it had on those they ruled. • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Christian conversion – Canterbury, Iona and Lindisfarne 	<p><u>Ancient Egyptians – dictatorship or democracy?</u></p> <ul style="list-style-type: none"> ❖ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. (Democracy) ✓ The children will learn about the life and culture of the ancient Egyptians. They will consider how the role of the religion and leadership were linked and the impact this had on Pharaonic authority. The children will reflect on how the Pharaoh's ruled and the impact this would have on those who were led by them. 	<p><u>Ancient Greeks – a democratic legacy?</u></p> <ul style="list-style-type: none"> ❖ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Greeks. (Democracy) ✓ The children will learn about the lifestyles and legacy of the ancient Greeks. They will consider the way different groups in society were treated and the introduction of democratic leadership. The children will develop their own views about legacy, the ancient Greeks and the degree to which they recognise democratic principles in our society and UK society. 	<p><u>Benin – learning by example & oral history?</u></p> <ul style="list-style-type: none"> ❖ A non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300. ✓ The children will learn about the civilisation of Benin their traditions and cultural norms. They will consider how learning was passed on and the role of oral history and the transfer of social and working traditions, reflecting on the benefits and barrier of this approach rather than learning at school.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Aspects of History</p>	<p><u>Canals- Where did they come from? Where do they go?</u></p> <p>Duke of Bridgewater (coal) Josiah Wedgewood (local link- transporting pottery) James Brindley</p> <p>https://canalrivertrust.org.uk/explorers/resources</p> <p><u>Our school – how has it changed?</u></p> <ul style="list-style-type: none"> ❖ A local history study <p>Drawing on local record and people as primary resources. They will learn about the changing location of the school and different uses of rooms and technology over time. When do the children think the best time to be at school would have been and what would be part of their perfect school?</p>	<p><u>Mighty Potters – Josiah Wedgewood (Abolitionist) Challenging the Slave trade.</u></p> <ul style="list-style-type: none"> ❖ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ✓ The children will learn about the life of Josiah Wedgewood, how he grew a pottery empire and fought for the abolition of slavery. The children will consider his legacy and reflect on the nature of slavery during this period of British and international history. They will reflect on the challenges Wedgewood faced making a stand for the sake of others. 		

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Historical Concepts- chronology	<p><u>Chronology</u></p> <p><u>Language of time.</u></p> <ul style="list-style-type: none"> Use the language associated with the measurement of time studied. (see attached doc.) Describe events and periods using the words: BC, AD and century. Begin to understand that If there isn't a 'BC' or 'AD' next to a date, it is probably AD. Begin to understand the language 'Circa' means 'around about' and is a small 'c.' before the year. For example: c. 2,500,000 BC Begin to use the language time period, age, era to discuss the period of history they are studying. <p><u>Using and plotting a timeline</u></p> <ul style="list-style-type: none"> With support, workout where the people and events they study fit within a chronological framework. Begin to understand that before the birth of Christ, the number of years counts down, but after that, the years count upwards. Begin to understand that there is no year '0': the year 1 BC is followed immediately by AD 1. Use a timeline to plot the order things may have happened during the period of time they are studying. Plot on a timeline what special events took place during the period of time they are studying. Use their mathematical knowledge to work out how long ago events would have happened and how long they lasted. Describe events from the past using dates when things happened. 	<p><u>Chronology</u></p> <p><u>Language of time.</u></p> <ul style="list-style-type: none"> Use the language associated with the measurement of time studied. (see attached doc.) Use the language time period, age, era to discuss the period of history they are studying. Describe events and periods using BC, AD and century and begin to use decade. Understand that If there isn't a 'BC' or 'AD' next to a date, it is probably AD. Understand that 'Circa' means 'around about' and is a small 'c.' before the year. For example: c. 2,500,000 BC <p><u>Using and plotting a timeline</u></p> <ul style="list-style-type: none"> Work out where the people and events they study fit within a chronological framework. Understand that before the birth of Christ, the number of years counts down, but after that, the years count upwards. Understand that there is no year '0': the year 1 BC is followed immediately by AD 1. Place the periods of history they are studying and have previously studied on a timeline showing periods of time. Plot events and periods of history on a timeline using centuries. Begin to use their mathematical skills to round up time differences into centuries and decades. Use their mathematical skills to help them work out the time differences between certain major events in history. Begin to build up a picture of what main events happened in Britain/ the world during different centuries. 	<p><u>Chronology</u></p> <p><u>Language of time.</u></p> <ul style="list-style-type: none"> Use the language associated with the measurement of time studied. (see attached doc.) Describe events and periods using BC, AD, Decade, century and begin to use millennium. Begin to use 'circa' when talking 'around about' dates. Use specific dates to discuss events. Begin to use the language: time period, age, era in their own work when presenting the period of history they are studying. <p><u>Using and plotting a timeline</u></p> <ul style="list-style-type: none"> Begin to understand where the people and events they study fit within a chronological framework. Begin to draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. showing events and periods of history they have previously studies. Use their mathematical skills to work out exact time scales and differences as need be. Use their mathematical skills to round up time differences into centuries and decades. Create timelines which outline the development of specific features. 	<p><u>Chronology</u></p> <p><u>Language of time.</u></p> <ul style="list-style-type: none"> Use the language associated with the measurement of time studied. (see attached doc.) Describe events and periods using BC, AD, Decade, century and millennium. Use specific dates to discuss events. Use 'circa' when talking 'around about' dates. Use the language: time period, age, era in their own work when presenting the period of history they are studying. <p><u>Using and plotting a timeline</u></p> <ul style="list-style-type: none"> Know where the people and events they study fit within a chronological framework. Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. showing events and periods of history they have previously studies. Say and show where a period of history fits on a timeline. Place a specific event on a timeline by decade. Place features of historical events and people from past societies and periods in chronological order.

Key knowledge development: KS2 History

Historical Concepts- Change and continuity	<p><u>Change and continuity (What has changed or stayed the same- Making connections, drawing contrasts and analysing trends)</u></p> <p><i>Within the time period being studied:</i></p> <ul style="list-style-type: none"> ❖ <i>Identify and explain what has changed and the reasons why things have changed.</i> ❖ <i>Identify and explain what has stayed the same and the reasons why things have stayed the same.</i> • Through research, identify similarities and differences between given periods in history in comparison to now. • Identify and explain how each group that invaded or settled in Britain changed the way of life in Britain at that time. • Identify and explain how these changes have shaped Britain as a country over the time period studied in comparison to now. • Identify and explain the duration of such changes or continuity. Long term/ Short term. 	<p><u>Change and continuity (What has changed or stayed the same- Making connections, drawing contrasts and analysing trends)</u></p> <p><i>Within the time period being studied:</i></p> <ul style="list-style-type: none"> ❖ <i>Explain and demonstrate what has changed and why things have needed to change.</i> ❖ <i>Explain and demonstrate what has stayed the same and why things have stayed the same.</i> • Through research, explain and demonstrate (for example...) similarities and differences between given periods in history. • Explain and demonstrate how each group that invaded or settled in Britain changed the way of life in Britain at that time. • Identify and explain how the nature of ancient civilisations has influenced Britain. • Identify and explain how these changes have shaped Britain as a country over the time periods studied. • Identify the type of change e.g. political, economic, social; cultural, religious, technological. • Identify and explain the extent of the changes or continuity e.g. localised or widespread. 	<p><u>Change and continuity (What has changed or stayed the same- Making connections, drawing contrasts and analysing trends)</u></p> <p><i>Beyond the time period being studied:</i></p> <ul style="list-style-type: none"> ❖ <i>Explain and demonstrate what has changed and explain reasons why things have needed to change and the impact of the changes.</i> ❖ <i>Explain and demonstrate what has remained the same, why things have stayed the same and the impact of this continuity.</i> • Identify changes or constants across 2 different time periods. • Explain the type of change e.g. political, economic, social; cultural, religious, technological. • Explain the extent of change e.g. affecting certain groups more than others, in one area of life rather than many. • Identify and explain whether the changes or continuity have lead to progression, regression, evolution or have little impact (continuity)? 	<p><u>Change and continuity (What has changed or stayed the same- Making connections, drawing contrasts and analysing trends)</u></p> <ul style="list-style-type: none"> ❖ <i>Beyond the time period being studied:</i> ❖ <i>Explain and demonstrate what has changed, why things have needed to change and evaluate the impact of these changes.</i> ❖ <i>Explain and demonstrate what has remained the same, why things have stayed the same and evaluate the impact of this continuity.</i> • Identify changes or constants across more than 2 different time periods. • Explain and demonstrate the type of change e.g. political, economic, social; cultural, religious, technological. • Explain the impact of the change e.g. how it affected certain groups more than others, in one area of life rather than many. • Evaluate whether the changes or continuity have lead to progression, regression, evolution or have little impact (continuity)?
Historical Concepts- Cause and consequence	<p><u>Cause and consequence (reasons for change- making connections)</u></p> <ul style="list-style-type: none"> ❖ From a purposefully chosen stimulus, identify and explain why certain events happened as they did in history and how this triggered change. ❖ From a purposefully chosen stimulus, identify and explain why certain people acted as they did in history and how they motivated change. 	<p><u>Cause and consequence(reasons for change)</u></p> <ul style="list-style-type: none"> ❖ From a range of purposefully chosen stimuli, identify key turning points that contributed to change and explain why certain events happened as they did in history. ❖ From a range of purposefully chosen stimuli, identify and explain key motives that contributed to why certain people acted as they did in history. 	<p><u>Cause and consequence(reasons for change)</u></p> <ul style="list-style-type: none"> ❖ From a range of given stimuli, identify key events that contributed to change and explain why certain events happened as they did in history. ❖ Suggest what may have happened if these key turning points had not occurred. ❖ From a range of purposefully chosen stimuli, identify and explain key motives that contributed to why certain people acted as they did in history. ❖ Suggest what may have happened if these people had not acted in the way that they did. 	<p><u>Cause and consequence(reasons for change)</u></p> <ul style="list-style-type: none"> ❖ From a range of given stimuli, suggest why certain events happened as they did in history and evaluate the impact of these events. ❖ Suggest arguments for and against key turning points that contributed to changes in history. ❖ From a range of given stimuli, suggest and describe why certain people acted as they did in history and evaluate the impact of the choices and actions made. ❖ Suggest alternative ways that people in history could have acted.

Key knowledge development: KS2 History

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Concepts- significance</p>	<p><u>Significance</u></p> <ul style="list-style-type: none"> ❖ Identify and explain that what can make chosen events and individuals most significant is the impact they have on the way we live today. ❖ Identify and explain what impact the changes during the time period studied has had on our lives today. 	<p><u>Significance</u></p> <ul style="list-style-type: none"> • Understand and demonstrate that what can make chosen events and individuals most significant is the impact they have on the way we live today. • Understand and demonstrate how events from the past have helped shape our lives today. 	<p><u>Significance</u></p> <ul style="list-style-type: none"> • Identify and explain which events and individuals are significant by identifying and describing the impact they have on the way we live today. • Understand and demonstrate ways in which events from the past have helped shaped our lives today and identify connections with other events that contributed to these outcomes. • Research the life of one person who has had an influence on a specific time period. 	<p><u>Significance</u></p> <ul style="list-style-type: none"> • Understand and demonstrate which events and individuals are significant by identifying and describing the impact they have on the way we live today. • Identify and make connections between ways in which events from the past have helped shape our lives today and identify how things could have been different if these things had not occurred as they did. • Suggest why certain events, people and changes might be seen as more significant than others.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Concepts- Interpretation</p>	<p><u>Interpretation (Making sense of the past to create structured accounts, narratives and analysis)</u></p> <ul style="list-style-type: none"> • Identify and explain what life would have been like for people in the past. • Identify and explain how the lives of people in the past compare to life today. • Identify and explain that people in the past would have used different tools, weapons and methods than those of today. • Identify and explain why Britain would have been an important country to have invaded and conquered. • Identify and explain the impact the way of life had on people in the past. 	<p><u>Interpretation (Making sense of the past to create structured accounts, narratives and analysis)</u></p> <ul style="list-style-type: none"> • Understand and demonstrate what life would have been like for people in the past. • Understand and demonstrate how the lives of people in the past compare to life today. • Understand and demonstrate that people in the past would have used different tools, weapons and methods than those of today. • Identify and explain why Britain would have been an important country to have invaded and conquered. • Understand and demonstrate the impact the way of life had on people in the past. 	<p><u>Interpretation (Making sense of the past to create structured accounts, narratives and analysis)</u></p> <ul style="list-style-type: none"> ▪ Understand and demonstrate that people can create different versions of the past using the same piece of evidence. ▪ Understand and demonstrate that people create different versions of the past for different audiences and therefore might give a different emphasis. ▪ Understand and demonstrate that people create different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint. ▪ Identify and understand that interpretations might differ depending on which aspect historians are looking at. 	<p><u>Interpretation (Making sense of the past to create structured accounts, narratives and analysis)</u></p> <ul style="list-style-type: none"> • Suggest why there may be different interpretations of events. • Explain why people create different versions of the past for different audiences and why they might give a different emphasis. • Identify and explain that some interpretations might be more accurate and reliable than others. • Identify and explain which of at least 2 interpretations are more reliable than another and explain why. • Identify and explain their understanding of propaganda.

Key knowledge development: KS2 History

Historical Concepts- Historical Enquiry	<p><u>Historical enquiry (the tools needed to investigate like a historian)</u></p> <p><u>Ask historically valid questions: (using first evidence- 1 stimulus)</u></p> <ul style="list-style-type: none"> • Ask relevant questions about a historical source or event. • Order question by importance. <p><u>Suggest answers (hypothesis) by:</u></p> <ul style="list-style-type: none"> • Using own background knowledge to make a suggestion. E.G I think it's a lamp owned by... because... <p><u>Research: using more evidence.</u></p> <ul style="list-style-type: none"> • Recognising the part that archaeologists have had in helping us understand more about what happened in the past. • Use various sources to piece together information about a period in history. • Begin to use more than one source of information to bring together a conclusion about a historical event. <p><u>Communicating findings by:</u></p> <ul style="list-style-type: none"> • Choosing and using parts of stories and other sources to show that they know and understand key features of events. • Create their own structured accounts of a specific event or time period. 	<p><u>Historical enquiry (the tools needed to investigate like a historian)</u></p> <p><u>Ask historically valid questions: (using first evidence- 1 or 2 stimulus)</u></p> <ul style="list-style-type: none"> • Ask relevant questions about a historical source or event. • Order question by importance and justify why. <p><u>Suggest answers (hypothesis) by:</u></p> <ul style="list-style-type: none"> • Using own background knowledge to make a suggestion. E.G I think it's a lamp owned by... because when we learned about.... <p><u>Research: using more evidence.</u></p> <ul style="list-style-type: none"> • Use more than one source to piece together information about a period in history. • Use more than one source of information to bring together a conclusion about a historical event. <p><u>Communicating findings by:</u></p> <ul style="list-style-type: none"> • Choosing and using parts of stories and other sources to show that they know and understand key features of events. Sift out evidence that does not contribute to their understanding of particular event. • Create their own structured accounts of a specific event or time period giving at least one piece of evidence to support their thinking. 	<p><u>Historical enquiry (the tools needed to investigate like a historian)</u></p> <p><u>Ask historically valid questions: (using first evidence 1 or 2 stimulus)</u></p> <ul style="list-style-type: none"> • Ask relevant questions about a historical source or event from 2 different perspectives. • Order questions by depth of potential enquiry. (yes or no answer / 1 specific answer etc) <p><u>Suggest answers (hypothesis) by:</u></p> <ul style="list-style-type: none"> • Using background knowledge and links to previous aspects of history to make a suggestion. <p><u>Research: using more evidence.</u></p> <ul style="list-style-type: none"> • Use various sources to piece together information about a period in history. • Use various sources of information to bring together a conclusion about a historical event. • Use sources from different perspectives of an event to form own opinions about an event. (To what degree do you agree or disagree? Etc) <p><u>Communicating findings by:</u></p> <ul style="list-style-type: none"> • Choosing and using relevant sources of evidence to show that they know and understand key features of events. • Choosing and using relevant sources of evidence to show that they know and understand key features of events from 2 contrasting perspectives. • Sift out evidence that does not contribute to their understanding of a particular event. • Create their own structured accounts of a specific event or time period giving more than one piece of evidence to support their thinking. • Identify how our knowledge of the past is constructed from a range of sources. 	<p><u>Historical enquiry (the tools needed to investigate like a historian)</u></p> <p><u>Ask historically valid questions: (using first evidence 1 or 2 stimulus)</u></p> <ul style="list-style-type: none"> • Ask their own historically valid questions (that require enquiry) about a historical source or event from 2 different perspectives. <p><u>Suggest answers (hypothesis) by:</u></p> <ul style="list-style-type: none"> • Using background knowledge and links to previous aspects of history to make a suggestion using more than one aspect. <p><u>Research: using more evidence.</u></p> <ul style="list-style-type: none"> • Choose various sources to piece together information about a period in history. • Choose various sources of information to bring together a conclusion about a historical event. • Choose sources from different perspectives of an event to form a particular opinion or view point about an event. <p><u>Communicating findings by:</u></p> <ul style="list-style-type: none"> • Choosing and using relevant sources of evidence to show that they know and understand key features of events from more than 1 perspective. • Choosing and using relevant sources of evidence to show that they know and understand key features of events from 2 contrasting perspectives comparing with other periods of time. • Organise the relevant historical information to present their findings. • Explain how our knowledge of the past is constructed from a range of sources.
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Key knowledge development: KS2 History

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Concepts- Using</p>	<p><u>Using evidence.</u></p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources of evidence. • Use given sources to identify, extract and use relevant pieces of evidence to answer a question and describe what happened during an event. • Begin to evaluate how reliable the sources of evidence are. 	<p><u>Using evidence.</u></p> <ul style="list-style-type: none"> • Identify primary and secondary sources of evidence. • From a range of sources identify, extract and use relevant pieces of evidence to answer a specific question and describe what happened during an event. • Use sources to extract evidence. What is this piece of evidence telling us? What can we work out? • Evaluate how reliable the sources of evidence are. 	<p><u>Using evidence.</u></p> <ul style="list-style-type: none"> • Identify and explain the difference between primary and secondary sources of evidence. • Appreciate how historical artefacts have helped us understand more about lives in the present and past. • Evaluate how reliable the sources of evidence are and begin to give reasons to justify their evaluation. 	<p><u>Using evidence.</u></p> <ul style="list-style-type: none"> • Identify and explain the difference between primary and secondary sources of evidence and evaluate the reliability of the sources. • Describe a key event from the past using a range of evidence from different sources. • Evaluate how reliable the sources of evidence are giving reasons to justify their evaluation. •
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Diversity (multiple perspectives)</p>	<p><u>Diversity(Multiple Perspectives)</u></p> <ul style="list-style-type: none"> ▪ Be aware of other peoples' opinions and values. ▪ Explore alternative points of view in history topics. ▪ Clarify and express their thoughts and feelings about different people in the past. ▪ Learn in depth about different lifestyles, and ways of life in the past, and make comparisons and contrasts with their own. <p>Political, Economic, Religious, Social, cultural, Ethnicity, Gender, Class</p>		<p><u>Diversity(Multiple Perspectives)</u></p> <ul style="list-style-type: none"> ▪ Be aware of a range of peoples' opinions and values within and across time periods. ▪ Explore alternative points of view within and across history topics. ▪ Clarify and express their thoughts and feelings about different people in the past and justify their opinions. ▪ Learn in depth about different lifestyles, and ways of life in the past, and make comparisons and contrasts across the time periods covered. <p>Political, Economic, Religious, Social, cultural, Ethnicity, Gender, Class</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical sources</p>	<p>Artefacts Cartoons census (first known census Babylonians 3800BC/ first UK census 1801) Chronicles Diaries</p>	<p>directories Eye witness accounts film footage government documents Images interview</p>	<p>Letters maps Music Newspapers Novels Paintings</p>	<p>Photographs Plays Poems Videos</p>

Key knowledge development: KS2 History

Key Vocabulary (Not year group specific)	AD Agriculture Ancient Civilisations Archaeology Aristocracy Artefact Barbaric BC Bronze Age Calendar Causation Century Change Church Christianity Chronology Civilisation Class structure Colony Conquest Continuity	Court Crusades Dark Ages Decade Democracy Discovery Diversity Division of labour Emigrant Emperor Empire Execution Explorer Global Gods / Goddesses Government Heresy Hunter-gatherer Immigrant International Interpretation	Invasion Invention Iron Age Islam King/Queen Local Long ago Metal-working Migration Missionary Monarchy Monastery Museum Myths and legends Nation Nomad Oral History Parliament Past Peasant	Pope Prehistory Present Primary Evidence Rebellion Republic Revolt Sacrifice Secondary Settler Settlements Significance Slave Society Stone Age Torture Traitor Treason Yesterday
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Time Period	Ages	Eras	Approximate Years
Pre-History (the time before humans had developed writing)	Stone Age	Palaeolithic	c. 2,500,000 - 6000 BC
		Mesolithic	6000 - 4000 BC
		Neolithic	4000 - 3000 BC
	Bronze Age	Early Bronze Age	3000 - 2100 BC
		Middle Bronze Age	2100 - 1550 BC
		Late Bronze Age	1550 - 1200 BC
	Iron Age	Iron Age	1200 - 800 BC
History (from the time humans began writing until now)	Classical Age	Greek Era	800 - 400 BC
		Macedonian Era	400 - 300 BC
		Hellenistic Era	300 - 146 BC
		Roman Era	146 BC - AD 476
	The Middle Ages	Early Middle Ages	AD 476 - 1000
		High Middle Ages	AD 1000 - 1300
		Late Middle Ages	AD 1300 - 1450
		The Renaissance	AD 1450 - 1600
	Modern Age	Age of Discovery	AD 1600 - 1750
		Industrial Revolution	AD 1750 - 1900
Modern Era		AD 1900 - Present Day	

Key knowledge development: KS2 History

Chronology

'Chronology' means the order in time in which events occurred.

Diversity(Multiple Perspectives)

Diversity is based on an understanding of the past of the many individual experiences and localities in order to establish a broadly based understanding of the past. Diversity needs to include an appreciation of experiences from rich and poor, men, women and children and different ethnic groups and different period of the past.

- Being aware of other peoples' opinions and values.
- Exploring alternative points of view in history topics which help them to clarify and express their thoughts and feelings about different people in the past.
- Learn in depth about different lifestyles, and ways of life in the past, and become more aware of how these are different to their own.
- Understand that people create different versions of the past for different audiences and therefore might give a different emphasis.

Change and continuity

- 'Change' refers to something that is obviously different from what occurred previously. Change in history usually occurs over a long period of time and it is often hard to pin-point an exact moment of change. Therefore, it is easier to choose two different moments in history and compare them. However, when there is a sudden and clear change at a particular point in history, usually as the result of a single event, the event is usually referred to as a 'Turning Point' in history.
- Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. 'Continuity' refers to things that stay the same, relatively unchanged, over time.

Example questions for Change and Continuity:

- What kind of historical development are you focusing on (e.g. religious, political, economic, cultural, etc.)?
- What was the situation at the earlier point in time?
- What were the clear difference at the later point in time?
- What were the direct causes of the changes?
- What were the reasons that some things remained the same?

Cause and consequence

- Every historical event occurred because of a series of events that happened beforehand. Things that directly lead to another event are called 'Causes'. Some causes occurred immediately before the event began, while others existed for several years before they caused the event.
- Every historical event has a flow-on effect upon things that occur after it. Things that occurred because of the event under investigation are called 'Consequences'. Such consequences can include impacts upon people, societies, beliefs or any other facet of history.

Example questions for Change and Continuity:

- What later events were the direct result of the event under examination?
- What changed in society as a result of the past event?

Significance and interpretation.

- Historians use facts gathered from primary sources of evidence and then shape them so that their audience can understand and make sense of them. This process whereby the historian makes sense of the past is called an interpretation. An interpretation is one specific view about the past.
- Historical significance is the process used to evaluate what was significant about selected events, people, and developments in the past.

Historical enquiry (asking their own questions)

Historical enquiry is the process by which students use the same methods as a professional historian when investigating an aspect of history. Ask a question, collect the evidence, interpret and analyse the information they have, come to a conclusion and explain what they have found and finally present their findings.

Using evidence.

What was going on when the evidence was created, what clues does it give us? Who made / wrote it? Etc.

- Who do you think the photographer was?
- Are there any clues in the photograph about when it was taken?
- Can they suggest who they think the photograph was taken for?
- Why did the photographer take the picture? What did he think would happen to the photograph afterwards?

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<https://prezi.com/kegvpqwn6ezy/the-enquiry-process-in-history/>

<https://www.teachithistory.co.uk/resources-by-type>

<http://facingthepastshapingthefuture.com/teacher-guidance/teaching-learning-strategies/history/historical-enquiry/>

[https://www.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2018-19/Progression in History under the 2014 National Curriculum.pdf](https://www.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2018-19/Progression%20in%20History%20under%20the%202014%20National%20Curriculum.pdf)

<https://guides.lib.uw.edu/c.php?g=344285&p=2580599>

<https://www.history.org.uk/secondary/categories/dc-change-and-continuity>

<https://www.historyskills.com/historical-knowledge/change-and-continuity/>

https://s3-eu-west-1.amazonaws.com/production-eu-west-1/user_store/1120663/user/cNZgYTck1R?AWSAccessKeyId=AKIAJIR6B76NNU2A4JGQ&Expires=1557780072&Signature=snrASPuiADfzHeQRwfji7vJrFBY%3D

<http://www.thinkinghistory.co.uk/ResourceBase/downloads/PH70Enquiry.pdf>

<https://www.runnymedetrust.org/uploads/History%20Lessons%20-%20Teaching%20Diversity%20In%20and%20Through%20the%20History%20National%20Curriculum.pdf>

http://www.andallthat.co.uk/uploads/2/3/8/9/2389220/progression_in_historical_thinking.docx

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