

Historians at Bankwood



KS1 Historians

Over KS1 children's learning in History will include the following:

- Learn about significant events in time
- Understand chronology and see their place in time
- Ask questions to create an enquiry
- Begin to use evidence to support their enquiry

By the end of KS1 a child attaining typically will be able to:

- Know and recount episodes from stories about the past

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]

- Show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied

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]

- Beginning to recognize that there are reasons why people in the past acted as they did.

changes within living memory – where appropriate, these should be used to reveal aspects of change in national life

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

By the end of KS1 a child attaining typically will be able to understand and use the following vocabulary:

change, past, present, future, use of adverbials of time, evidence, memory, royal, monarchy, peasant, rule, leadership

LKS2 Historians

Over LKS2 children's learning in History will include the following:

- Know about events of the past that have played a significant role in how life has changed both in the UK and worldwide
- Understand that the past is put into different chronologies of time and begin to understand similarities between periods they have already studied- Y4 (y3=Stone Age to Iron Age, Victorian, Romans, The great polar race).
- Ask questions about sources of the past and use the correct terms: primary and secondary

By the end of LKS2 a child attaining typically will be able to:

- Pupils show their developing understanding of chronology by recognizing that the past can be divided into different periods of time including:

changes in Britain from the Stone Age to the Iron Age

the Roman Empire and its impact on Britain

a local history study: Sheffield's industry

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: The Shang Dynasty of Ancient China

their recognition of some of the similarities

The development of the human species

- Identify some of the different ways in which the past is represented
- Use sources of information in ways that go beyond simple observations to answer questions about the past.
- Beginning to produce structured work, making appropriate use of dates and terms.

By the end of LKS2 a child attaining typically will be able to understand and use the following vocabulary:

chronology, time periods, continuity, change, sources, primary evidence, secondary evidence, empire, expand, civilisation, community, peace, war

UKS2 Historians

Over UKS2 children's learning in History will include the following:

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By the end of UKS2 a child attaining typically will be able to:

- Pupils show their developing understanding of chronology by recognizing that the past can be divided into different periods of time including:
 - Britain's settlement by Anglo-Saxons and Scots
 - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Space travel, World War and the turning point
 - 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: Mayan civilization
 - Give reasons for, and results of, the main events and changes.
 - Use this to describe features of past societies and periods and make links between them using the enquiry question
 - Describe and make links between events and changes and give reasons for, and results of, these events and changes.
- Describe characteristic features of past societies and periods, and to identify changes within and across different periods
- Show understanding that aspects of the past have been represented and interpreted in different ways. Why are some events in time forgotten? – The first Viking king
 - They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.

Select and combine information from different sources.

Evaluate sources of information and identify those that are useful for particular tasks.

Select and organise information to produce structured work, making appropriate use of dates and terms.

By the end of UKS2 a child attaining typically will be able to understand and use the following vocabulary:

Economy, parliament, dictatorship, democracy, compare, contrast, expansion, dissolution