

# History – Upper Key Stage 2

## Chronological Understanding

- I can use dates and historical language in my work.
- I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.
- I can say where a period of history fits on a timeline.
- I can place a specific event on a timeline by decade.
- I can place features of historical events and people from past societies and periods in a chronological framework.

## Knowledge and Interpretation

- I can describe historical events from the different period/s I am studying/have studied.
- I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.
- I can begin to appreciate that how we make decisions through Parliament.
- I can appreciate that significant events in history have helped shape the country we have today.
- I can summarise the main events from a specific period in history, explaining the order in which key events happened.
- I can summarise how Britain has had a major influence on world history.
- I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.
- I can describe features of historical events and people from past societies and periods I have studied.
- I can recognise and describe differences and similarities/ changes and continuity between different periods of history.

## Historical Enquiry

- I can test out a hypothesis in order to answer a question.
- I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.
- I can identify and explain my understanding of propaganda.
- I can describe a key event from Britain's past using a range of evidence from different sources.
- I can conduct a local history study, using evidence from a range of sources.
- I can describe the life and achievements of the Ancient Greeks and their influence on the western world.
- I can describe changes in Britain from the Stone Age to the Iron Age.

## Purpose of study

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 and that different versions of past events may exist, giving some reasons for this.

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.