

History – Lower Key Stage 2

Chronological Understanding

- I can describe events and periods using the words: BC, AD and decade?
- I can plot recent history on a timeline using centuries?
- I can place periods of history on a timeline showing periods of time?
- I can use their mathematical skills to round up time differences into centuries and decades?
- I can describe events from the past using dates when things happened?
- I can describe events and periods using the words: ancient and century?
- I can use a timeline within a specific time in history to set out the order things may have happened?
- I can use their mathematical knowledge to work out how long ago events would have happened?

Knowledge and Interpretation

- I can appreciate that the early Brits would not have communicated as we do or have eaten as we do?
- I can begin to picture what life would have been like for the early settlers?
- I can recognise that Britain has been invaded by several different groups over time?
- I can realise that invaders in the past would have fought fiercely, using hand to hand combat?
- I can suggest why certain events happened as they did in history?
- I can suggest why certain people acted as they did in history?
- I can explain how events from the past have helped shape our lives?
- I can appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?
- I can know that people who lived in the past cooked and travelled differently and used different weapons from ours?
- I can recognise that the lives of wealthy people were very different from those of poor people?
- I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

Historical Enquiry

- I can recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- I can use various sources of evidence to answer questions?
- I can use various sources to piece together information about a period in history?
- I can research a specific event from the past?
- I can use their 'information finding' skills in writing to help them write about historical information?
- I can, through research, identify similarities and differences between given periods in history?
- I can research two versions of an event and say how they differ?
- I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
- I can give more than one reason to support an historical argument?
- I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?

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.