



Wistow Parochial Primary School – History content and skills

At Wistow Parochial Primary School, we follow the National Curriculum for history.

Our aims in history are to ensure that all of our children:

- Gain a coherent knowledge and understanding of Britain’s past and that of the wider world.
- Are inspired and curious to find out about the past.
- Are equipped with skills to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
- Understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and challenges of their time.
- 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.

We progress children’s knowledge and skills throughout their primary school journey and ensure that children have an understanding, consolidate and use in current practice their knowledge and skills from previous years.

Historical Enquiry

A process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.

National Curriculum Key Stage 1 Expectations

National Curriculum Lower Key Stage 2 Expectations

National Curriculum Upper Key Stage 2 Expectations

<ul style="list-style-type: none"> Ask and answer questions about the past, choosing and using different parts of stories and other sources to show their understanding of events. Understand some of the ways we find out about the past and identify ways in which it is represented. 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance. Understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance. Understand how our knowledge of the past is constructed from a range of sources.
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Historical Enquiry - Key Skills and Aims

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Find answers to simple questions from the past from sources of information.</p> <p>Ask relevant, basic questions about the past.</p> <p>Observe and investigate evidence to learn about a time period.</p>	<p>Use a wide variety of information to answer questions.</p> <p>Use evidence to find out how things may have changed during a time period.</p> <p>Ask and answer questions choosing and using evidence.</p> <p>Use evidence to give reasons why changes may have occurred.</p> <p>Show an understanding of the ways we learn about the past and identify ways in which it is represented.</p>	<p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries as evidence of the past.</p> <p>Raise questions and find answers about the past.</p> <p>Give reasons to suggest why changes in the past may have occurred.</p> <p>Choose sources of evidence to help answer questions.</p>	<p>Make valid predictions why changes in the past may have occurred, using current knowledge and understanding of present and past.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries as evidence of the past.</p> <p>Raise open ended enquiry questions about a period. find answers about the past.</p> <p>Choose valid sources of evidence to help answer questions and provide reasoning for interpretations made.</p>	<p>Use reliable sources as evidence to answer questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Choose reliable sources of information of evidence to answer questions.</p> <p>Raise open ended enquiry questions about a period. find answers about the past.</p> <p>Make valid predictions using current knowledge and understanding of present and past.</p>	<p>Collate and use a wide range of reliable sources as evidence to answer open-ended questions.</p> <p>Investigate own enquiry questions about a period of history using a range of sources.</p> <p>Choose reliable sources of information of evidence to answer questions, understanding that there is not often a single answer to historical questions.</p> <p>Make valid predictions using current knowledge and understanding of present and past.</p> <p>Identify omissions from historical events and suggest means of finding these out.</p>

Historical Interpretation

The process in which we describe, analyse, evaluate and create an explanation of past events. We base our interpretation on primary and secondary historical sources. We analyse evidence, contexts and points of view for reference.

National Curriculum Key Stage 1 Expectations	National Curriculum Lower Key Stage 2 Expectations	National Curriculum Upper Key Stage 2 Expectations
<ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify ways in which it is represented. 	<ul style="list-style-type: none"> Criticise, evaluate and judge the credibility, accuracy and validity of sources. Understand how a source may lead to various interpretations of what may have happened in the past. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> Criticise, evaluate and judge the credibility, accuracy and validity of sources. Understand how a source may lead to various interpretations of what may have happened in the past. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.

Historical Interpretation - Key Skills and Aims

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To understand the past through exploring settings, people and events encountered in books with historical settings and content.</p> <p>Identify three different ways to represent the past (photographs, stories, conversations, artefacts, written texts).</p>	<p>Compare different versions of the same event in history to gain more perspective.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss the reliability of photographs and stories.</p> <p>Use a source of information to describe settlements, buildings, ways of life.</p>	<p>Study different versions of the same event in history and identify differences in these accounts.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Select and record information relevant to the period of study.</p> <p>Evaluate the usefulness and reliability of sources.</p> <p>Investigate the accuracy of representations of a time period (cartoons/illustrations).</p>	<p>Study different versions of the same event in history and identify differences in these accounts. Explore the validity of sources and make an interpretation based on sources.</p> <p>Give clear reasons why there may be different accounts of history, including specific examples.</p> <p>Select and record information relevant to the period of study, choosing what is most valid.</p> <p>Evaluate the usefulness and reliability of sources, understanding motives behind different sources and people from the past.</p> <p>Investigate the accuracy of representations of a time</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of primary and secondary sources to find out about a period of history.</p> <p>Consider ways of checking the accuracy and validity of interpretations within sources of information.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past and giving specific examples.</p> <p>Know and understand that some evidence from the past is propaganda, opinion and misinformation.</p>	<p>Recognise primary and secondary sources, understanding the strengths and drawbacks of both.</p> <p>Use a range of primary and secondary sources to find out about a period of history, bearing in mind their validity throughout.</p> <p>Consider ways of checking the accuracy and validity of interpretations within sources of information.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past and giving multiple, specific examples all linking to the same point.</p> <p>Know and understand that some evidence from the past</p>

			period (cartoons/illustrations).		is propaganda, opinion and misinformation and that this can affect interpretations of history.
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Chronological Understanding

Sequencing events, stories, pictures, periods over time to show how different times relate to each other and contribute to a coherent understanding of the past.

National Curriculum Key Stage 1 Expectations	National Curriculum Lower Key Stage 2 Expectations	National Curriculum Upper Key Stage 2 Expectations
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

Chronological Understanding - Key Skills and Aims

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand the differences between things that happened in the past and the present.</p> <p>Describe things that have happened to themselves and their family in the past and what is happening in the present.</p> <p>Order a set of events or objects chronologically using a timeline.</p> <p>Recount changes during their own lifetime.</p> <p>Use words and phrases such as: now, yesterday, a long time ago, before I was born, when my parents were younger.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in their own life times.</p> <p>Understand how to put people, events, objects in order of when they happened, using a given scale.</p> <p>Use a timeline to place important events chronologically.</p>	<p>Use a timeline to place important events in chronological order.</p> <p>Describe dates of an and order significant dates from the period studied.</p> <p>Recount changes in history throughout different periods.</p> <p>Use terms and dates related to the period accurately.</p> <p>Place a current study on a timeline in relation to other periods of time that I have studied.</p>	<p>Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and that early civilisations occurred BC.</p> <p>Use a timeline to place important events in chronological order.</p> <p>Describe dates of an and order significant dates from the period studied.</p> <p>Recount changes in history throughout different periods.</p> <p>Use terms and dates related to the period accurately.</p> <p>Place a current study on a timeline in relation to other</p>	<p>Secure the understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and that early civilisations occurred BC.</p> <p>Order significant events, movements and dates on a timeline chronologically.</p> <p>Describe the main changes in a period in history.</p> <p>Use dates and terms consistently and accurately across a period.</p>	<p>Secure the understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and that early civilisations occurred BC.</p> <p>Order significant events, movements and dates on a timeline chronologically.</p> <p>Describe the main changes in a period in history.</p> <p>Use dates and terms consistently and accurately across a period.</p> <p>Use key vocabulary of chronology to convey my understanding of the past.</p>

			periods of time that I have studied.		Make comparisons between developments, links or themes across periods of time.
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Presentation, Organisation and Communication

Ways in which information learned is presented and shared.

National Curriculum Key Stage 1 Expectations	National Curriculum Lower Key Stage 2 Expectations	National Curriculum Upper Key Stage 2 Expectations
<ul style="list-style-type: none"> Pupils should use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> Pupils should develop the appropriate use of historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> Pupils should develop the appropriate use of historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Presentation, Organisation and Communication - Key Skills and Aims

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Tell stories about the past.</p> <p>Write and draw things about the past.</p> <p>Write in sentences things I have found out about the past.</p> <p>Describe objects in history.</p> <p>Share information verbally about people and events in history.</p>	<p>Describe people or events in history orally and in written form.</p> <p>Use timelines to order events, objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p> <p>Discuss appropriate ways to present my findings for an audience.</p>	<p>Communicate my ideas and knowledge through speaking, academic writing, storytelling, drama and diagrams when presenting my findings.</p> <p>Plan and present research about a studied period.</p>	<p>Communicate my ideas and knowledge through speaking, academic writing, storytelling, drama and diagrams when presenting my findings. To independently decide which method would be most appropriate form of communication / presentation of findings.</p> <p>Plan and present research about a studied period.</p>	<p>Analyse and independently present ideas about the past using academic writing, diagrams, data handling, role playing and story-telling.</p> <p>To complete self-directed research about the studied period.</p>	<p>Analyse and independently present ideas about the past using academic writing, diagrams, data handling, role playing and story-telling. To use a mixture of ways to present findings for a specific purpose, which suits my audience.</p> <p>To complete self-directed research about the studied period.</p>

Knowledge and Understanding of Events, People and Changes in the Past

Understanding and retaining of occurrences of significant events, historical figures and major changes that have occurred in periods of history.

National Curriculum Key Stage 1 Expectations	National Curriculum Lower Key Stage 2 Expectations	National Curriculum Upper Key Stage 2 Expectations
<ul style="list-style-type: none"> Gain an understanding of events beyond living memory that are significant 	<ul style="list-style-type: none"> Describe how historical events studied affect/ influence life today. 	<ul style="list-style-type: none"> Describe how historical events studied affect/ influence life today.

<p>nationally / globally.</p> <ul style="list-style-type: none"> Learn about the lives of significant individuals who have contributed to national and international achievements. Pupils should compare and identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> Develop a secure knowledge and understanding of British, local and world history. Address and develop the appropriate use of historical terms. Children should note connections, contrasts and trends over time. 	<ul style="list-style-type: none"> Develop a secure knowledge and understanding of British, local and world history. Address and develop the appropriate use of historical terms. Children should note connections, contrasts and trends over time.
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Knowledge and Understanding of Events, People and Changes in the Past - Key Skills and Aims

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use information to describe the past.</p> <p>Understand the differences between things that happened in the past and the present.</p> <p>To know about things that have happened to me and other people in the past.</p>	<p>Recall some facts about people/ events from the past.</p> <p>Say why people may have acted the way they did. Use evidence to support this.</p> <p>Describe the differences between then and now.</p> <p>Recount the main events from a significant event in history.</p> <p>Recognise why events happened and what happened as a result.</p> <p>Aware of technical and general terms to a period of study.</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe buildings and their uses of people from the past.</p> <p>Describe similarities and differences between some events and people.</p> <p>Identify reasons for and results of significant people's actions.</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe buildings and their uses of people from the past.</p> <p>Describe similarities and differences between some events and people.</p> <p>Identify reasons for and results of significant people's actions.</p> <p>Examine causes and results of significant events and the impact on people.</p> <p>Compare an aspect of life with the same aspect from another period.</p>	<p>Give my own reasons why changes have occurred.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Find out about beliefs, behaviours, characteristics of significant people from the past.</p> <p>Compare beliefs and behaviour of people with another time study.</p> <p>Provide reasons for how significant people and events I have studied from the past have affected life today.</p> <p>Make links between some of the features of past societies (e.g religion, houses, society, technology)</p>	<p>Give my own reasons why changes may have occurred, backed up by evidence.</p> <p>Make links between some of the features of past societies. (e.g religion, houses, society, technology.)</p> <p>Find out about beliefs, behaviours, characteristics of significant people from the past.</p> <p>Compare beliefs and behaviour of people with another time study.</p> <p>Provide reasons for how significant people and events I have studied from the past have affected life today.</p> <p>Make links between some of the features of past societies (e.g religion, houses, society, technology)</p>

				Apply general and technical terms relating to a period of study and use them to make comparisons.	Apply general and technical terms relating to a period of study and use them to make comparisons.
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