

## **History Curriculum Statement**

At Chase Side Primary School, our history curriculum aims to inspire our pupils' curiosity to know more about the past. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time.

Our history curriculum will equip the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

### **AIMS**

The National Curriculum for History aims to ensure that all pupils:

- ♣ 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.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**CURRICULUM MAP:** HISTORY and GEOGRAPHY - Current units covered in each year group across the year

	A	B	C	D	E	F
<p><b>Year 1</b></p> <p><b>Main Curriculum Focus</b></p>	<p>HISTORY</p> <p><b>Area of Study - KS1:</b> Changes within living memory, that reveal aspects of change in national life</p> <p><b>When our grandparents were children</b></p>	<p>GEOGRAPHY</p> <p><b>Area of Study - KS1:</b></p> <p><b>Develop skills and understanding in:</b> Human and Physical Geography, Place Knowledge</p> <p><b>What are seasons?</b></p>	<p>HISTORY</p> <p><b>Area of Study - KS1:</b></p> <p>Changes within living memory, that reveal aspects of change in national life</p> <p><b>How food has changed over time</b></p>	<p>GEOGRAPHY. . <b>NEW TOPIC</b></p> <p><b>Area of Study - KS1:</b></p> <p><b>Develop skills and understanding in:</b></p> <p>Geographical enquiry and skills, Geographical skills and fieldwork, Human and Physical Geography, Place Knowledge</p> <p><b>Journey around the UK</b></p>	<p>HISTORY . <b>NEW TOPIC</b></p> <p><b>Area of Study – KS1:</b> The lives of significant individuals in the past who have contributed to national and international achievements; a comparison of life in different periods <b>Medical Heroes: Mary Seacole and Jennifer Worth -- their impact and their legacy</b></p>	<p>GEOGRAPHY</p> <p><b>Area of Study - KS1:</b></p> <p><b>Develop skills and understanding in:</b></p> <p>Geographical enquiry and skills, Geographical skills and fieldwork, Human and Physical Geography, Place Knowledge</p> <p><b>Where we Live</b></p>
<p><b>Year 2</b></p> <p><b>Main Curriculum Focus</b></p>	<p>HISTORY</p> <p><b>Area of Study KS1:</b> Events beyond living memory that are significant nationally</p> <p><b>Fifth of November</b></p>	<p>GEOGRAPHY . <b>NEW NAME</b></p> <p><b>Area of Study - KS1:</b></p> <p><b>Develop skills and understanding in:</b> Human and Physical Geography, Place Knowledge</p> <p><b>Oceans, Seas and Continents</b></p>	<p>HISTORY . <b>NEW NAME</b></p> <p><b>Area of Study – KS1:</b> The lives of significant individuals in the past who have contributed to national and international achievements; a comparison of life in different periods <b>Explorers: Armstrong and Columbus – their impact and their legacy</b></p>	<p>GEOGRAPHY</p> <p><b>Area of Study - KS1:</b></p> <p><b>Develop skills and understanding in:</b></p> <p>Geographical enquiry and skills, Geographical skills and fieldwork, Human and Physical Geography, Place Knowledge</p> <p><b>Where different animals live</b></p>	<p>HISTORY</p> <p><b>Area of Study KS1:</b> Events beyond living memory that are significant nationally or globally</p> <p><b>The Great Fire of London</b></p>	<p>GEOGRAPHY . <b>NEW NAME</b></p> <p><b>Area of Study - KS1:</b></p> <p><b>Develop skills and understanding in:</b> Human and Physical Geography, Place Knowledge</p> <p><b>Our local area: Where does our food come from?</b></p>
<p><b>Year 3</b></p> <p><b>Main Curriculum Focus</b></p>	<p>HISTORY</p> <p><b>Area of Study – Lower KS2:</b></p> <p>Changes in Britain throughout the Stone Age, including the achievements of the first civilizations who appeared.</p> <p><b>The Stone Age</b></p>	<p>GEOGRAPHY</p> <p><b>Area of Study - Lower KS2:</b></p> <p><b>Develop skills and understanding in:</b> Locational knowledge, Geographical enquiry and skills, Geographical skills and fieldwork, Human and Physical Geography, Place Knowledge</p> <p><b>Where on Earth?</b></p>	<p>HISTORY</p> <p><b>Area of Study – Lower KS2:</b></p> <p>Changes in Britain from the Bronze Age to the Iron Age, including the achievements of the civilizations who appeared.</p> <p><b>The Bronze and Iron Ages</b></p>	<p>GEOGRAPHY . <b>NEW NAME</b></p> <p><b>Area of Study - Lower KS2:</b></p> <p><b>Develop skills and understanding in:</b></p> <p>Geographical enquiry and skills, Geographical skills and fieldwork, Human and Physical Geography, Place Knowledge</p> <p><b>Climate: The Amazon Rainforest part one Focus on Physical Geography</b></p>	<p>HISTORY</p> <p><b>Area of Study - Lower KS2: A</b></p> <p>a study of an aspect or theme in British History that extends beyond 1066 with reference to Local History</p> <p><b>World War One</b></p>	<p>GEOGRAPHY</p> <p><b>Area of Study - Lower KS2:</b></p> <p><b>Develop skills and understanding in:</b> Locational knowledge, Geographical enquiry and skills, Geographical skills and fieldwork, Human and Physical Geography, Place Knowledge</p> <p><b>Beside the Seaside</b></p>

<p><b>Year 4</b></p> <p><b>Main Curriculum Focus</b></p>	<p>HISTORY</p> <p><b>Area of Study - Lower KS2:</b> An in-depth study of the life and achievements of the earliest civilizations – Ancient Egypt</p> <p><b>Ancient Egypt</b></p>	<p>GEOGRAPHY <b>NEW TOPIC</b></p> <p><b>Area of Study - Lower KS2:</b> Geographical enquiry skills, Locational Knowledge, Geographical skills and fieldwork, Human and Physical Geography, Place Knowledge</p> <p><b>People: The Amazon Rainforest Part 2 Focus on Human Geography</b></p>	<p>HISTORY</p> <p><b>Area of Study - Lower KS2:</b> The Roman Empire invasion and its impact upon Britain</p> <p><b>The Romans in Britain – their impact and their legacy</b></p>	<p>GEOGRAPHY</p> <p><b>Area of Study - Lower KS2:</b> Geographical enquiry skills, Locational Knowledge, Human and Physical Geography, Geographical skills and fieldwork, Locational knowledge</p> <p><b>Volcanoes and Earthquakes</b></p>	<p>HISTORY <b>NEW TOPIC</b></p> <p><b>Area of Study: Lower KS2</b> A study of an aspect or theme in British History that extends knowledge beyond 1066, that is significant in the locality.</p> <p><b>Clothing: Today vs. The Past</b></p>	<p>GEOGRAPHY <b>NEW NAME</b></p> <p><b>Area of Study - Lower KS2:</b> Geographical enquiry skills, Locational Knowledge, Human and Physical Geography, Geographical skills and fieldwork</p> <p><b>The journey of a River</b></p>
<p><b>Year 5</b></p> <p><b>Main Curriculum Focus</b></p>	<p>HISTORY</p> <p><b>Area of Study - Upper KS2:</b> Britain’s invasion and settlement by Anglo Saxons and Jutes</p> <p><b>The Anglo-Saxons</b></p>	<p>GEOGRAPHY <b>NEW TOPIC</b></p> <p><b>Area of Study - Upper KS2:</b> Geographical enquiry skills, Locational Knowledge, Human and Physical Geography, Geographical skills and fieldwork</p> <p><b>Comparing Europe and The Americas</b></p>	<p>HISTORY</p> <p><b>Area of Study - Upper KS2:</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>The Vikings</b></p>	<p>GEOGRAPHY. <b>NEW NAME</b></p> <p><b>Area of Study - Upper KS2:</b> Geographical enquiry skills, Locational Knowledge, Geographical skills and fieldwork, Human and Physical Geography, Place Knowledge.</p> <p><b>Modern Europe</b></p>	<p>HISTORY</p> <p><b>Area of Study - Upper KS2:</b> Ancient Greece A study of Greek life, their achievements and their influence on the western world</p> <p><b>The Ancient Greeks</b></p>	<p>GEOGRAPHY <b>NEW TOPIC</b></p> <p><b>Area of Study - Upper KS2:</b> Geographical enquiry skills, Locational Knowledge, Geographical skills and fieldwork, Human and Physical Geography, Place Knowledge</p> <p><b>Marvellous Maps: Building skills in Geography</b></p>
<p><b>Year 6</b></p> <p><b>Main Curriculum Focus</b></p>	<p>HISTORY</p> <p><b>Area of Study - Upper KS2:</b> A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><b>World War Two 1939 - 1945</b></p>	<p>GEOGRAPHY <b>NEW TOPIC</b></p> <p><b>Area of Study - Upper KS2:</b> <b>Develop skills and understanding in:</b> Geographical enquiry skills, Locational Knowledge, Human and Physical Geography, Geographical skills and fieldwork, Place Knowledge</p> <p><b>Enfield: Explore your doorstep</b></p>	<p>HISTORY <b>NEW TOPIC</b></p> <p><b>Area of Study - Upper KS2:</b> Local History Study: a study of an aspect of history or a site dating from a period beyond 1066, that is significant in the locality.</p> <p><b>Enfield: Know your doorstep</b></p>	<p>GEOGRAPHY <b>NEW TOPIC</b></p> <p><b>Area of Study - Upper KS2:</b> <b>Develop skills and understanding in:</b> Geographical enquiry skills, Locational Knowledge, Human and Physical Geography, Geographical skills and fieldwork, Place Knowledge</p> <p><b>Climate Zones and Biomes</b></p>	<p>HISTORY</p> <p><b>Area of Study - Upper KS2:</b> A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p> <p><b>The Mayans</b></p>	<p>GEOGRAPHY <b>NEW TOPIC</b></p> <p><b>Area of Study - Upper KS2:</b> Geographical enquiry skills, Locational Knowledge, Human and Physical Geography, Geographical skills and fieldwork</p> <p><b>Mountains</b></p>

## History: Progression of skills in Year 1

**National Curriculum objectives:** In this unit, children will be taught to:

<p><b><u>KS1 Areas of study</u></b></p> <ul style="list-style-type: none"><li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li><li>• Events beyond living memory that are significant nationally or globally.</li><li>• 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.</li><li>• Significant historical events, people and places in their own locality</li></ul>	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"><li>• Understand the difference between things that happened in the past and the present.</li><li>• Describe things that happened to themselves and other people in the past.</li><li>• Order a set of events or objects</li><li>• Use a timeline to place important events.</li><li>• Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</li></ul>
<p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"><li>• Recall some facts about people/events before living memory</li><li>• Say why people may have acted the way they did.</li></ul>	<p><b><u>Historical interpretation</u></b></p> <ul style="list-style-type: none"><li>• Look at books, videos, photographs, pictures and artefacts to find out about the past.</li></ul>
<p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"><li>• Identify different ways in which the past is represented</li><li>• Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”</li><li>• Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</li></ul>	<p><b><u>Organisation and communication</u></b></p> <ul style="list-style-type: none"><li>• Sort events or objects into groups (i.e. then and now.)</li><li>• Use timelines to order events or objects.</li><li>• Tell stories about the past.</li><li>• Talk, write and draw about things from the past.</li></ul>

**KEY STAGE 1:** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

## History: Progression of skills in Year 2

**National Curriculum objectives:** In this unit, children will be taught to:

### KS1 Areas of study:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally. **Great Fire of London**
- 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.
- Significant historical events, people and places in their own locality.

### Chronological understanding

- Understand and use the words past and present when telling others about an event.
- Recount changes in my own life over time.
- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.
- Use a timeline to place important events.

### Knowledge and understanding of events, people and changes in the past

- Use information to describe the past.
- Describe the differences between then and now.
- Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- Recount the main events from a significant event in history.

### Historical interpretation

- Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

### Historical enquiry

- Identify different ways in which the past is represented.
- Ask questions about the past.
- Use a wide range of information to answer questions

### Organisation and communication

- Describe objects, people or events in history.
- Use timelines to order events or objects or place significant people.
- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT

**KEY STAGE 1:** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

## History: Progression of skills in Year 3

**National Curriculum objectives:** In this unit, children will be taught to:

<p><b><u>Year 3 Areas of study:</u></b></p> <ul style="list-style-type: none"><li>• Changes in Britain from the Stone Age to the Iron Age</li><li>• 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: <b>The Stone Age</b>, Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li></ul> <p><b>A study of an aspect or theme in British History that extends knowledge beyond 1066 : <b>World War One</b></b></p>	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"><li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li><li>• Use a timeline to place historical events in chronological order.</li><li>• Describe dates of and order significant events from the period studied</li></ul>
<p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"><li>• Use evidence to describe the culture and leisure activities from the past.</li><li>• Use evidence to describe the clothes, way of life and actions of people in the past.</li><li>• Use evidence to describe buildings and their uses of people from the past</li></ul>	<p><b><u>Historical interpretation</u></b></p> <ul style="list-style-type: none"><li>• Explore the idea that there are different accounts of history.</li></ul>
<p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"><li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li><li>• Ask questions and find answers about the past.</li></ul>	<p><b><u>Organisation and communication</u></b></p> <ul style="list-style-type: none"><li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li></ul>

**KEY STAGE 2:** 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. 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.

## History: Progression of skills in Year 4

**National Curriculum objectives:** In this unit, children will be taught to:

<p><b><u>Year 4 Areas of study:</u></b></p> <ul style="list-style-type: none"><li>• The Roman Empire and its impact on Britain.</li><li>• Ancient Egypt – a study of Egyptian life and achievements</li></ul> <p>A study of an aspect or theme in British History that extends knowledge beyond 1066</p> <p>Childhood: Today's vs. the Past <b>OR</b> Local History Study New River</p>	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"><li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li><li>• Order significant events and dates on a timeline.</li><li>• Describe the main changes in a period in history.</li></ul>
<p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"><li>• Use evidence to describe what was important to people from the past.</li><li>• Use evidence to show how the lives of rich and poor people from the past differed.</li><li>• Describe similarities and differences between people, events and artefacts studied.</li><li>• Describe how some of the things I have studied from the past affect/influence life today.</li></ul>	<p><b><u>Historical interpretation</u></b></p> <ul style="list-style-type: none"><li>• Look at different versions of the same event in history and identify differences.</li><li>• Know that people in the past represent events or ideas in a way that persuades others.</li></ul>
<p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"><li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</li><li>• Ask questions and find answers about the past.</li></ul>	<p><b><u>Organisation and communication</u></b></p> <ul style="list-style-type: none"><li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li></ul>

**KEY STAGE 2:** 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. 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.

## History: Progression of skills in Year 5

**National Curriculum objectives:** In this unit, children will be taught to:

### Year 5 Areas of study:

- 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

**Ancient Greece – A study of Greek life and achievements and their influence on the western world.**

### Chronological understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Order significant events, movements and dates on a timeline.
- Describe the main changes in a period in history.

### Knowledge and understanding of events, people and changes in the past

- Choose reliable sources of information to find out about the past.
- Give own reasons why changes may have occurred, backed up by evidence.
- Describe similarities and differences between some people, events and artefacts studied
- Describe how historical events studied affect/influence life today.
- Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

### Historical interpretation

- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
- Give reasons why there may be different accounts of history.
- Evaluate evidence to choose the most reliable forms.

### Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.

### Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- Plan and present a self-directed project or research about the studied period.

**KEY STAGE 2:** 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. 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.

## History: Progression of skills in Year 6

**National Curriculum objectives:** In this unit, children will be taught to:

<p><b><u>Year 6 Areas of study:</u></b></p> <ul style="list-style-type: none"><li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li></ul> <p><b>World War Two</b></p> <ul style="list-style-type: none"><li>• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li></ul> <p><b>Local History Study: A study of an aspect or theme in British History that extends knowledge beyond 1066</b></p>	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"><li>• Order significant events, movements and dates on a timeline.</li><li>• Identify and compare changes within and across different periods.</li><li>• Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</li></ul>
<p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"><li>• Choose reliable sources of information to find out about the past.</li><li>• Give reasons why changes may have occurred, backed up by evidence.</li><li>• Describe similarities and differences between some people, events and artefacts studied.</li><li>• Describe how some of the things studied from the past affect/influence life today.</li><li>• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li></ul>	<p><b><u>Historical interpretation</u></b></p> <ul style="list-style-type: none"><li>• Evaluate evidence to choose the most reliable forms.</li><li>• Know that people both in the past have a point of view and that this can affect interpretation.</li><li>• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li></ul>
<p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"><li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li><li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li><li>• Investigate own lines of enquiry by posing questions to answer</li></ul>	<p><b><u>Organisation and communication</u></b></p> <ul style="list-style-type: none"><li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li><li>• Plan and present a self-directed project or research about the studied period.</li></ul>

**KEY STAGE 2:** 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. 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. How do we show develop of skills across year groups?