



Key Learning in **History**

Key Learning in History

What is *Key Learning in History*?

The *Key Learning in History* statements relate to the age appropriate historical skills, knowledge and understanding for each phase. These age appropriate key pieces of learning will support pupils in becoming effective, reflective and independent historians.

Where have they come from?

The *Key Learning* statements have been identified primarily from the National Curriculum 2014 programmes of study. The document pinpoints the key pieces of learning in each phase. They build upon the statutory elements to provide teachers with more specific guidance, further examples or additional and relevant objectives to ensure clarity, cohesion and continuity.

How might *Key Learning in History* be useful?

The *Key Learning* documents as a whole should be used to design a whole school curriculum that is progressive and sequenced effectively across primary school. The *Key Learning* statements should help to focus whole class teaching and could be considered as unit objectives. Taught in the context of lively, engaging and creative units of work, they help to ensure that pupils make progress as historians gaining an increasingly mature and informed historical perspective on their world. Pupils should always be engaged in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons. Objectives for building knowledge relating to the particular period and issue being studied should be included whilst knowledge from earlier work can also be reinforced. Within any sequence of lessons, objectives for developing pupils' understanding ought to be consistently incorporated. Your selection and specific focus for this will be reflected in the key question. At the end of each sequence of learning, pupils will be required to organise and communicate their findings so that their learning gains coherence. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.

Key Learning in History

KS1	Lower KS2	Upper KS2
Events, People and Changes		
<ul style="list-style-type: none"> • Changes within living memory (including aspects of national life where appropriate) • Events beyond living memory which are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in the pupils' own locality 	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • A local history study • A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (The Great Plague) • The achievements of the earliest civilizations (an overview) plus Ancient Egypt (in depth) 	<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • Ancient Greece – Greek life and achievements and their influence on the western world • A non-European society that provides contrasts with British history (early Islamic civilization) • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (leisure and entertainment)
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> ▪ Make simple observations about different people, events, beliefs and communities ▪ Use sources to answer simple questions about the past e.g. which object is older? How do we know? ▪ Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past ▪ Consider why things may change over time ▪ Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?' ▪ Identify some of the basic ways the past can be represented e.g. through pictures ▪ Choose parts of stories and other sources to show what they know about significant people and events 	<ul style="list-style-type: none"> ▪ Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' ▪ Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence ▪ Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' ▪ Recognise that different versions of past events may exist. ▪ Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?' ▪ Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources. ▪ Identify historically significant people and events in different situations 	<ul style="list-style-type: none"> ▪ Use a wide range of sources as a basis for research to answer questions and to test hypotheses ▪ Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' ▪ Recognise how our knowledge of the past is constructed from a range of different sources ▪ Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?' ▪ Describe the results of historical events, situations and changes e.g. the impact on people's lives ▪ Evaluate sources and make inferences ▪ Choose relevant sources of evidence to support particular lines of enquiry ▪ Recognise that some events, people and changes are judged as more historically significant than others

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KS1	Lower KS2	Upper KS2
Chronology		
<ul style="list-style-type: none"> ▪ Recognise the distinction between past and present. ▪ Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). ▪ Recognise that their own lives are similar/different from the lives of people in the past ▪ Identify some similarities and differences between ways of life at different times. ▪ Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago 	<ul style="list-style-type: none"> ▪ Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. ▪ Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time ▪ Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. ▪ Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport. 	<ul style="list-style-type: none"> ▪ Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends ▪ Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. ▪ Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc. ▪ Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales
Communication		
<ul style="list-style-type: none"> ▪ Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. ▪ Use historical concepts such as now/then and same/different when making simple connections and noting contrasts ▪ Describe special or significant events in their own lives ▪ Demonstrate simple historical concepts and events through speaking, role-play, and picture stories ▪ Retell simple stories about people and events from the past ▪ Talk about who/what was significant/important in a simple historical account 	<ul style="list-style-type: none"> ▪ Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. ▪ Discuss some of the connections between local, regional, national and international history ▪ Talk and write about historical events and changes by selecting and organising historical information and dates ▪ Discuss historical issues and changes ▪ Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc. ▪ Communicate historical findings through a range of methods including the use of ICT, maps and timelines ▪ Produce own accounts that make some connections and describe some contrasts 	<ul style="list-style-type: none"> ▪ Describe and explain significant aspects of non-European societies as well as settlements in Britain ▪ Discuss how Britain has influenced and been influenced by the wider world ▪ Describe aspects of cultural, economic, military, political, religious and social history ▪ Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. ▪ Discuss and debate historical issues acknowledging contrasting evidence and opinions ▪ Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society ▪ Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines ▪ Produce structured work that makes connections, provides contrasting evidence and analyses trends