

History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to 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 the challenges of their time.

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.

History skills will be taught as an integrated part of a theme-based curriculum, with skills being applied in relation to each class' current topic.

		Year 3	Year 4	Year 5	Year 6
Comparison	Compare and contrast	Explain the similarities and differences between two periods of history.	Compare and contrast two civilisations.	Compare and contrast an aspect of history across two or more periods studied.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
Humankind	Everyday life	Describe the everyday lives of people from past historical periods. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Describe the 'Romanisation' of Britain including the impact of technology, culture and beliefs. Create an in-depth study of an aspect of British history beyond 1066. K	Explain how everyday life changed for people after invasion.	Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.
	Hierarchy and power	Describe the roles of tribal communities and explain how this influenced everyday life. Describe the hierarchy and different roles in past civilisations. Ancient Rome had a clear hierarchy. Describe the significance and impact of power struggles on Britain.	Describe the hierarchy and different roles in ancient civilisations.	Describe the significance and impact of power struggles on Anglo-Saxon Britain.	Describe and explain the significance of a leader or monarch.
	Civilisations	Describe how past civilisations or people in Britain developed during the Stone Age, Iron Age and Bronze Age. Describe the achievements and influence of the ancient Romans on the wider world. Describe ways in which human invention and ingenuity have changed how people live.	Describe the significance and impact of power struggles on Britain. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Describe some of the greatest achievements of mankind and explain why they are important.
Change	Changes over time	Summarise how an aspect of British or world history has changed over time.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Frame historically valid questions about continuity and change and construct informed responses.	Describe the causes and consequences of a significant event in history.
	British history	Describe how a significant event or a significant person in British history changed or influenced how people live today.	Describe a series of significant events, linked by a common theme, that show changes over time in Britain.	Create an in-depth study of an aspect of British history beyond 1066.	Debate the significance of a historical person, event, discovery or invention in British history.
	Chronology	Sequence dates and information from several historical periods on a timeline.	Sequence significant dates about events within an historical time period on historical timelines.	Sequence, and make connections between, periods of world history on a timeline.	Articulate and present a clear, chronological world history narrative within and across historical periods studied.
Significance	Significant events	Explain the cause and effect of a significant historical event. The causes of a significant event are the things that make the event happen and directly lead up to the event.	Explain in detail the multiple causes and effects of a significant historical event.	Explain why an aspect of world history is significant.	Present a detailed historical narrative about a significant global event.
	Significant people	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.	Construct a profile of a significant leader using a range of historical sources.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.

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Creativity	Report and conclude	Make choices about the best way to present historical accounts and information.	Present a thoughtful selection of relevant information in a historical report or in-depth study.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
	Communication	Use historical terms to describe different periods of time.	Use more complex historical terms to explain and present historical information.	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Use abstract terms to express historical ideas and information.
Place	Local history	Analyse a range of historical information to explain how a national or international event has impacted the locality.	Describe and explain the impact of a past society on a local settlement or community.	Investigate evidence of invasion and settlement in the locality.	Present an in-depth study of a local town or city, suggesting how to source the required information.
Materials	Artefacts and sources	Make deductions and draw conclusions about the reliability of a historical source or artefact.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner	Use a range of historical sources or artefacts to build a picture of a historical event or person.	Ask perceptive questions to evaluate an artefact or historical source.