



History Learning Journey

<p>KS1 National Curriculum (Statutory required strands)</p>	<p>Historical Chronology <i>A coherent narrative knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped this nation, how Britain has influenced/been influenced by the wider world.</i></p>	<p>Historical Concepts <i>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. To understand historical concepts such as cause and consequence, continuity and change, similarity, difference and significance and use to make connections, draw contrasts and analyse trends</i></p>	<p>Historical Interpretation <i>To think critically, weigh evidence, sift argument and develop perspective and judgement. To discern how and why contrasting arguments and interpretations of the past have been constructed. To understand connections between local, regional, national and international history, between cultural, economic, military, political, religious and social history; and between short and long term timescales</i></p>	<p>Historical Enquiry <i>To inspire pupils' curiosity to know more about the past and ask perceptive questions. To frame historically valid questions. To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</i></p>	<p>Historical Communication <i>To create their own structured accounts, including written narratives and analyses. To use appropriate historical words and phrases relating to the passing of time. To gain and deploy a historically grounded understanding of abstract terms</i></p>
<p>Year 1</p>	<ul style="list-style-type: none"> I know where the people and events I have studied fit on a basic timeline. I can tell you a few similarities and differences between ways of life at different times. I can name a few people in the past who have contributed to national and international achievements. I can put a few objects or events in the correct order they happened. 	<ul style="list-style-type: none"> I can tell you about some of the people or events from my work. I can give more than one cause of an event and give a reason why people in the past acted as they did. 	<ul style="list-style-type: none"> I understand some of the ways in which we find out about the past I can tell you a few ways how the past has been presented or described. 	<ul style="list-style-type: none"> I can ask and answer questions, choosing & using parts of stories and other sources of information to show I know and understand key features of events. 	<ul style="list-style-type: none"> I can use common words & phrases relating to passing of time. I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using every day historical terms.
<p>Year 2</p>	<ul style="list-style-type: none"> I know where the people and events I have studied fit on a basic timeline. I can tell you a few similarities and differences between ways of life at different times. I can name a few people in the past who have contributed to national and international achievements. I can put a few objects or events in the correct order they happened. 	<ul style="list-style-type: none"> I can tell you about some of the people or events from my work. I can give more than one cause of an event and give a reason why people in the past acted as they did. 	<ul style="list-style-type: none"> I understand some of the ways in which we find out about the past I can tell you a few ways how the past has been presented or described. 	<ul style="list-style-type: none"> I can ask and answer questions, choosing & using parts of stories and other sources of information to show I know and understand key features of events. 	<ul style="list-style-type: none"> I can use common words & phrases relating to passing of time. I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using every day historical terms.



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KS2	Historical Chronology A coherent narrative, knowledge and understanding of Britain's past and the wider world 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. To know & understand significant aspects of the history of the wider world: the nature of ancient civilisations; expansion & dissolution of empires; characteristic features of past non-European societies; achievements/follies of mankind.	Historical Concepts 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. To understand historical concepts such as cause & consequence, continuity & change, similarity, difference and significance & use to make connections, draw contrasts, and analyse trends.	Historical Interpretation To think critically, weigh evidence, sift arguments, and develop perspective and judgement. To discern how and why contrasting arguments and interpretations of the past have been constructed To gain historical perspective by placing their growing knowledge into different contexts. To understand 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	Historical Enquiry To inspire pupils' curiosity to know more about the past and ask perceptive questions. To frame historically-valid questions To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.	Historical Communication To create their own structured accounts, including written narratives and analyses. To use appropriate historical words and phrases relating to the passing of time. To gain and deploy a historically grounded understanding of abstract terms
Year 3	<ul style="list-style-type: none"> I can understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. I can tell you a range of similarities/ differences between different times in the past in the periods covered so far. 	<ul style="list-style-type: none"> I can give a few reasons for and the results of the main events and changes of a time studied. I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance. 	<ul style="list-style-type: none"> I can describe how the past can be represented or interpreted in a few different ways. 	<ul style="list-style-type: none"> I can answer and sometimes devise my own historically valid questions. I can use one or more sources of information to help me answer questions about the past in sentences. 	<ul style="list-style-type: none"> I can present recalled or selected information in a variety of ways using specialist terms. I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.
Year 4	<ul style="list-style-type: none"> I can understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. I can tell you a range of similarities/ differences between different times in the past in the periods covered so far. 	<ul style="list-style-type: none"> I can give a few reasons for and the results of the main events and changes of a time studied. I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance. 	<ul style="list-style-type: none"> I can describe how the past can be represented or interpreted in a few different ways. 	<ul style="list-style-type: none"> I can answer and sometimes devise my own historically valid questions. I can use one or more sources of information to help me answer questions about the past in sentences. 	<ul style="list-style-type: none"> I can present recalled or selected information in a variety of ways using specialist terms. I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.



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<p>Year 5</p>	<ul style="list-style-type: none"> I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. I can tell the story of events within and across the time periods I have studied. I can identify specific changes within and across different periods over a long arc of development. 	<ul style="list-style-type: none"> I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. I can discuss trends over time I can see the relationship between different periods and the legacy or impacts for me and my identity. 	<ul style="list-style-type: none"> I can explain that the past can be represented or interpreted in many different ways. I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias. 	<ul style="list-style-type: none"> I can devise my own historically valid questions. I know how our knowledge of the past is constructed from a range of sources. I carefully select and organise relevant historical information from a range of historical sources of information. 	<ul style="list-style-type: none"> I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods eg. century, decade
<p>Year 6</p>	<ul style="list-style-type: none"> I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. I can tell the story of events within and across the time periods I have studied. I can identify specific changes within and across different periods over a long arc of development. 	<ul style="list-style-type: none"> I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. I can discuss trends over time I can see the relationship between different periods and the legacy or impacts for me and my identity. 	<ul style="list-style-type: none"> I can explain that the past can be represented or interpreted in many different ways. I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias. 	<ul style="list-style-type: none"> I can devise my own historically valid questions. I know how our knowledge of the past is constructed from a range of sources. I carefully select and organise relevant historical information from a range of historical sources of information. 	<ul style="list-style-type: none"> I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods eg. century, decade
<p>KS1</p> <p>Vocabulary</p>	<p>Most important words which each age group should know selected by Stockport Teachers of this age group</p>	<p>Key skills appropriate at this stage</p>	<p>Other words for this age group - recap previous words or introduce new vocabulary</p>	<p>Challenge for this age group</p>	<ul style="list-style-type: none">
	<p>History significant Timeline Order Compare Similar/ Different Fact/ opinion Artefact Event Source Evidence Changes Invention Research Question Consequences Reason/ reasoning</p>	<p>Observation Ability to build a timeline Research using different resources Questioning Reasoning Discussion Compare and contrast Making connections Making conclusions</p>	<p>Old Ancient Modern Past/ present/ future Memory Information</p>	<p>Contrast Archaeologist Legacy Monarch Parliament settlements</p>	<ul style="list-style-type: none">



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	Connections				
LKS2 Vocabulary	Most important words which each age group should know selected by Stockport Teachers of this age group	Key skills appropriate at this stage	Other words for this age group - recap previous words or introduce new vocabulary	Challenge for this age group	
	Chronology Century/ decade Era Time period Similarities/ differences Civilisations Prehistoric evidence Primary/secondary sources Ancient Modern Archaeology Comparison Reliability Influence Significant Impact	Interpreting evidence Chronology - constructing a timeline ordering artefacts Research Enquiry Discussion	Facts/opinion achievements	consequence	
UKS2 Vocabulary	Most important words which each age group should know selected by Stockport Teachers of this age group	Key skills appropriate at this stage	Other words for this age group - recap previous words or introduce new vocabulary	Challenge for this age group	
	Cause and effect Propaganda Bias Society Empire Point of view Objectivity Subjectivity Consequences Legacy Modern British Values Laws	Deduction Inference Organising information Chronology Comparison Observation Discussion Research Reflection Interpretation Questioning – historically valid, perceptive questions Investigate Forming conclusions Making links.	Evidence – primary and secondary Monarch Reign Coronation Millennium Century/ decade Period/ era Achievements Influence Conquer Civilisation Comparison Impact Archaeologists Artefacts		



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