

Intent

The Whitley Park Primary KS2 History Curriculum aims to instill a deeper understanding of the **past** and how it affects the present, including their own lives. To facilitate this, the KS2 **History** Curriculum will give the children the skills to analyse and question **different sources**. From these sources, they should **note connections, contrasts and trends over time and develop the appropriate use of historical terms**. They should be able to understand how sources are woven together to create different versions of past events. They will understand that **sources** cannot be accepted without question and that writers' motives must be analysed. Building on these skills children will be able to form their **own ideas of past events** and **create their own questions** about the past.

Core Knowledge

By the end of KS2 pupils should: know about the Stone Age, the Roman Empire and its impact on Britain, Britain's settlement by the Vikings, the local history of Reading & how it has changed over time, World War 2, Ancient Egypt, Ancient Greece & the Mayan civilisation.

Core Skills

By the end of KS2 pupils should: put key events in chronological order, use a range of different sources & evaluate these, know how History in the UK has affected the wider world, use a range of historical vocabulary, answer a range of enquiry based questions, use evidence to support & justify their answers, interpret sources of information, ask questions they would like to answer, make connections between different periods of history, recognise how our past has shaped our future.

	Initiating Year 3	Building Year 4	Deepening Year 3 & 4
Chronological Understanding	<ul style="list-style-type: none"> I can place the time I am studying on a timeline. I can use dates and terms related to the theme I am studying. I can sequence several events or artefacts. 	<ul style="list-style-type: none"> I can place events from the time I am studying on a timeline. I can use terms related to the period I am studying and begin to date events. I can understand more complex terms (eg. BC/AD). 	<ul style="list-style-type: none"> I can make connections between the time period I am studying and my prior learning. I can make logical connections between different events on the same timeline (eg. Because x happened, y could happen).

Range and depth of historical knowledge	<ul style="list-style-type: none"> • I can find out about everyday lives of people from the time studied and compare it to modern life. • I can identify reasons for and results of people's actions through time. • I can talk about why people may have wanted to do something. 	<ul style="list-style-type: none"> • I can use evidence to reconstruct life from the time studied. • I can identify key features and events from the time studied. • I can identify links and effects in the time studied. 	<ul style="list-style-type: none"> • I can offer a reasonable explanation for some events. • I can use my own views to identify links and effects in the time studied.
Interpretations of History	<ul style="list-style-type: none"> • I can identify and give reasons for different ways in which the past is represented. • I can distinguish between different sources and compare different versions of the same story. • I can look at how a time period is represented in a museum, cartoon etc. 	<ul style="list-style-type: none"> • I can look at evidence available. • I can begin to evaluate the usefulness of different sources. • I can use text books and historical knowledge. 	<ul style="list-style-type: none"> • I can select what is most significant from a historical event and provide reasons why two accounts of the same event might differ. • I can explain reasons for different interpretations of history.
Historical enquiry	<ul style="list-style-type: none"> • I can use a range of sources to find out about a time period. • I can observe small details (eg. Artefacts and pictures) • I can select and record information relevant to a time period. • I can begin to use the library and internet to research with support. 	<ul style="list-style-type: none"> • I can use evidence to build up a picture of a past event. • I can choose relevant material to present a picture of one aspect of life in time past. • I can ask a variety of questions. • I can use the library and internet to research with support. 	<ul style="list-style-type: none"> • I can start to select appropriate texts to help me research. • I can begin to consider which sources are more reliable than others, and why this may be.

	Initiating Year 5	Building Year 6	Deepening Year 5 & 6
Chronological Understanding	<ul style="list-style-type: none"> I can sequence key events of time studied I can use relevant terms and period labels I can make comparisons between different times in the past 	<ul style="list-style-type: none"> I can place current study on time line in relation to other studies I can use relevant dates and terms I can sequence up to 10 events on a time line 	<ul style="list-style-type: none"> I can explain the links between the past and the present. I can explain the links between different causes or consequences of an event. I can recall dates from a number of periods in History.
Range and depth of historical knowledge	<ul style="list-style-type: none"> I can explain the differences between men and women in the period of time studied. I can examine causes and results of great events and the impact on people I can compare life in early and late 'times' studied I can compare an aspect of life with the same aspect in another period. 	<ul style="list-style-type: none"> I can recognise that not everyone shares the same views, beliefs and feelings I can compare beliefs and behaviour with another time studied. I can write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation I know key dates, characters and events of time studied. 	<ul style="list-style-type: none"> I can explain the most important cause of people's actions and lifestyles in different times and places. I can explain the motives and reasons for people's actions.
Interpretations of history	<ul style="list-style-type: none"> I can compare accounts of events from different sources – fact or fiction. I can offer some reasons for different versions of events. 	<ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at. I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion. I can show that different evidence will lead to different conclusions. I can confidently use the library and internet for research. 	<ul style="list-style-type: none"> I can select what is most significant from a historical event and provide reasons why two accounts of the same event might differ. I can explain reasons for different interpretations of history.
Historical enquiry	<ul style="list-style-type: none"> I can begin to identify primary and secondary sources I can use evidence to build up a picture of a past event. I can select relevant sections of information for research. I can use the library and internet for research with increasing confidence. 	<ul style="list-style-type: none"> I can use a range of sources to find out about an aspect of time past. I can recognise primary and secondary sources I can suggest omissions and the means of finding out what has been omitted. I can bring knowledge gathered from several sources together in a fluent account. 	<ul style="list-style-type: none"> I can select and combine evidence from several sources to support answers. I can compare source's content, reliability and usefulness. I can ask relevant questions about the past and put forward theories about the past.

Organisation and communication	<ul style="list-style-type: none">• I can recall, select and organise historical information.• I can communicate, record and discuss my knowledge and understanding.	<ul style="list-style-type: none">• I can select and organise information to produce structured work, making appropriate use of dates and terms. For example, producing a diary entry, or writing letters.• I can write about different sources of evidence and begin to make comparisons.	<ul style="list-style-type: none">• I can select and organise my work and start to give reasons for how sources of evidence may differ.• I can produce structured work and start to analyse different sources and say how useful or reliable they are.
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