

## 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.

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

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

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

<b>Organisation and communication</b>	<ul style="list-style-type: none"><li>• I can recall, select and organise historical information.</li><li>• I can communicate, record and discuss my <b>knowledge and understanding.</b></li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• I can write about different sources of evidence and begin to make comparisons.</li></ul>	<ul style="list-style-type: none"><li>• I can select and organise my work and start to give reasons for how sources of evidence may differ.</li><li>• I can produce structured work and start to analyse different sources and say how useful or reliable they are.</li></ul>
---------------------------------------	--	---	---