



Leavening Community Primary School History Subject Overview

WE ARE NOT MAKERS OF HISTORY. WE ARE MADE BY HISTORY.

Martin Luther King, Jr.

Progression of Skills for EYFS

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

(Taken from the Statutory Framework for the EYFS)

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

(Taken from the EYFS Statutory Educational Programme)

History in Nursery

Three and Four-Year-Olds

Understanding the World

- Begin to make sense of their own life-story and family's history.



3 & 4-year-olds will be learning to:	Examples of how to support this:
Begin to make sense of their own life-story and family's history.	Spend time with children talking about photos, memories. Encourage children to retell what their parents told them about their life story and family.

(Taken from the 'Working with the revised Early Years Foundation Stage Principles into Practice' by JULIAN GRENIER')

History in Reception

Reception

Understanding the World

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

ELG:

Understanding the World

Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



Children in reception will be learning to:	Examples of how to support this:
Comment on images of familiar situations in the past.	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>
Compare and contrast characters from stories, including figures from the past.	Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.



Children in reception will be learning to:	Examples of how to support this:
	<p>Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them.</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.</p> <p>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>

(Taken from the 'Working with the revised Early Years Foundation Stage Principles into Practice' by JULIAN GRENIER')

History in KS1

Key Stage One:

National Curriculum Requirements of History

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];

- significant historical events, people and places in their own locality.

History in KS2

Key Stage Two:

National Curriculum Requirements of History

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece - a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Types of History Knowledge

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts.

Substantive Concepts

Substantive concepts are concepts that children will come across repeatedly throughout their education in history. They are words that are hard to

define in one definition as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history. It is not expected that by the end of primary school, children will have a full understanding of these substantive concepts but they will be able to draw from their learning in history to better explain what they mean. Substantive concepts should be taught within historical contexts to provide a strong base for children's understanding. Examples include power and subsidiary words, such as 'rule', 'monarchy', 'emperor' and 'democracy'.

Disciplinary Knowledge

Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Disciplinary Concepts

Disciplinary concepts are concepts used in the study of history. They form the basis of many questions historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance. These concepts will enable children to ask historically-valid questions, create connections, identify contrasts, examine trends and construct analyses.

Historical Enquiry

Historical enquiry refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry, children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods.

Pupils make progress in History by developing:

- Their knowledge about the past (this knowledge is often described as 'substantive knowledge')
- Their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (often described as 'disciplinary knowledge')
- Acquiring knowledge needs to be 'generative' and 'sticky' meaning that it supports pupils to generate and remember new knowledge.
- Some knowledge might be particularly important for pupils' outcome tasks at the end of a topic. This might include detailed and secure knowledge of events and individuals. This knowledge will need to be secure and well organised in pupils' minds, for them to be able to draw upon and transform to construct historical arguments; therefore, they will need to have this knowledge at their 'fingertips'.
- 'Fingertip' knowledge has an important role in current learning. The importance of memorising this knowledge may not extend beyond that topic.
- Over the longer term, pupils' in-depth knowledge of topics may also leave a 'residue' of wider knowledge. This residual knowledge may also include knowledge of concepts or chronological knowledge. This knowledge is likely to be highly generative.
- There is a distinction between 'fingertip' and 'residue' knowledge. Some knowledge might be particularly important for pupils' outcome tasks at the

end of a topic. This might include detailed and secure knowledge of events and individuals. This knowledge will need to be secure and well organised in pupils' minds, for them to be able to draw upon and transform to construct historical arguments; therefore, they will need to have this knowledge at their 'fingertips'.

- History teachers and history education researchers have long noted the complex interplay between substantive knowledge and disciplinary knowledge.
- Deploying both **substantive** and **disciplinary knowledge** in combination is what gives pupils the capacity or skill to construct historical arguments or analyse sources. This is because knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge. Similarly, acquiring disciplinary knowledge is made purposeful and meaningful to pupils when it is related to particular historical problems where pupils have sufficient knowledge of the period, setting and topic to reason, to make inferences and to grasp the terms that others are using in any debate.
- Curriculum design and teaching should ensure that pupils progress in their disciplinary knowledge. Pupils learn about how historians study the past and construct accounts through specific examples. They need secure substantive knowledge about relevant historical contexts in order to make sense of this.

Disciplinary knowledge in history

- **Disciplinary knowledge** is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. For ease, we use the term '**historical enquiry**' to refer to the complex tools, methods and assumptions that historians draw on. It is important to note that '**historical enquiry**' describes the way that historians approach the study of the past. It should not be confused with the use of 'enquiry' to describe a pedagogical approach (such as 'enquiry learning')

**Taken from the 'Ofsted Research review series: History (July 2021)'*

Threshold Concepts for History

Historical Enquiry:

Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating; Substantive Concepts and Historical Vocabulary

Disciplinary Concepts:

Continuity and Change; Cause and Consequence; Similarities and Differences; Historical Significance

History in KS1

Historical Enquiry

KS1 History National Curriculum:

Historical Interpretations:

Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Children can:

- a start to compare two versions of a past event;
- b start to understand that there can be different versions of the same events from the past;
- c observe and use pictures, photographs and artefacts to find out about the past;
- d start to use stories or accounts to distinguish between fact and fiction;
- e explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.

KS1 History National Curriculum

Historical Investigations:

Children should ask and answer questions, using other sources to show that they know and understand key features of events.

Children can:

- a observe or handle evidence to ask simple questions about the past;
- b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
- c use evidence to explain the key features of events;
- d sort some objects/artefacts into new and old and then and now.

Chronological Understanding:

KS1 History National Curriculum

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.

Children can:

- a sequence artefacts and events that are close together in time;
- b order dates from earliest to latest on simple timelines;
- c sequence pictures from different periods;
- d describe memories and changes that have happened in their own lives;
- e use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after) to show the passing of time.

Knowledge and Understanding of Events, People and Changes in the Past:

Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.

Children can:

- a know and recount episodes from stories and significant events in history;
- b understand that there are reasons why people in the past acted as they did;
- c describe significant individuals from the past.

Presenting, Organising and Communicating:

KS1 History National Curriculum

Pupils should 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.

Children can:

- a talk, write and draw about things from the past;
- b use historical vocabulary to retell simple stories about the past.

Substantive Concepts and Historical Vocabulary:

KS1 History National Curriculum

Pupils should use a wide vocabulary of everyday historical terms.

Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Children can:

- a start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;
- b talk and write about things from the past using some historical vocabulary.

History Years 1 and 2

In Years 1 and 2 pupils:

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.
- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.
- Place events and artefacts in order on a time line.

- Label timelines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

History in Lower KS2

Historical Enquiry

KS2 History National Curriculum:

Historical Interpretations:

KS2 History National Curriculum

Children should understand how our knowledge of the past is constructed from a range of sources.

Children can:

- a look at more than two versions of the same event or story in history and identify differences;
- b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.
- c begin to understand some of the ways in which historians and others investigate the past.

Historical Investigations:

KS2 History National Curriculum

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- a use a range of primary and secondary sources to find out about the past;
- b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;
- c gather more detail from sources such as maps to build up a clearer picture of the past;
- d regularly address and sometimes devise own questions to find answers about the past;
- e begin to undertake their own research.

Chronological Understanding:

KS2 History National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Children can:

- a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;
- b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

Knowledge and Understanding of Events, People and Changes in the Past:

KS2 History National Curriculum

Children should note connections, contrasts and trends over time.

Children can:

- a find out about the everyday lives of people in time studied compared with our life today;
- b explain how people and events in the past have influenced life today;
- c identify key features, aspects and events of the time studied;
- d describe connections and contrasts between aspects of history, people, events and artefacts studied.

Presenting, Organising and Communicating:

KS2 History National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Children can:

- a present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);
- b start to present ideas based on their own research about a studied period.

Substantive Concepts and Historical Vocabulary:

KS2 History National Curriculum

Pupils should develop the appropriate use of historical terms.

Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Children can:

- a build on prior knowledge to start to gain further understanding of substantive concepts;
- b understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.

History Years 3 and 4

In Years 3 and 4 pupils:

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.
- Describe changes that have happened in the locality of the school throughout history.
- Give a broad overview of life in Britain from ancient until medieval times.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.
- Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

History in Upper KS2 Historical Enquiry

KS2 History National Curriculum:

Historical Interpretations:

Children should understand how our knowledge of the past is constructed from a range of sources.

Children can:

- a find and analyse a wide range of evidence about the past;
- b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;
- c consider different ways of checking the accuracy of interpretations of the past;
- d start to understand the difference between primary and secondary evidence and start to question its reliability;
- e show an awareness of the concept of propaganda;
- f know that people in the past represent events or ideas in a way that may be to persuade others;
- g continue to develop their understanding of how historians and others investigate the past.

Historical Investigations:

KS2 History National Curriculum

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children can:

- a recognise when they are using primary and secondary sources of information to investigate the past;
- b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;
- c select relevant sections of information to address historically valid questions and construct detailed, informed responses;
- d investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding:

KS2 History National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Children can:

- a order an increasing number of significant events, movements and dates on a timeline using dates accurately;
- b accurately use dates and terms to describe historical events;
- c understand and describe in some detail the main changes to an aspect in a period in history;
- d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

Knowledge and Understanding of Events, People and Changes in the Past:

KS2 History National Curriculum

Pupils should note connections, contrasts and trends over time.

Children can:

- a identify and note connections, contrasts and trends over time in the everyday lives of people;
- b use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;
- c describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, Organising and Communicating:

KS2 History National Curriculum

Pupils should develop the appropriate use of historical terms.

Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Children can:

- a continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;
- b start to recognise that some concepts, such as technology, will be different across different periods of history;
- c continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.

Substantive Concepts and Historical Vocabulary:

KS2 History National Curriculum

Pupils should develop the appropriate use of historical terms.

Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Children can:

- a continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;
- b start to recognise that some concepts, such as technology, will be different across different periods of history;
- c continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.

History Years 5 and 6

In Years 5 and 6 pupils:

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.
- Identify continuity and change in the history of the locality of the school.
- Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

- Use original ways to present information and ideas.

Progression for Disciplinary Concepts

Continuity & Change:

KS1 History National Curriculum

Pupils should understand historical concepts, such as continuity and change.

Children can:

- a begin to identify old and new things across periods of time through pictures, photographs and objects;
- b begin to understand that some things change and some things stay nearly the same.

Possible Continuity and Change Questions KS1:

- Can you name/show me something that is old?
- Can you name/show me something that is new?
- Can you give an example of something that has changed/stayed the same? Can you explain how it has changed/stayed the same?

LKS2 History National Curriculum

Pupils should understand historical concepts, such as continuity and change.

Children can:

- a identify key things that stayed the same between periods;
- b identify key things that changed between periods;
- c start to explain the impact of some changes that have happened throughout different periods of time;
- d identify that there are reasons for continuities and changes across periods of time and explain some of these;
- e start to understand that there are times in history when change happens suddenly.

Possible Continuity and Change Questions LKS2:

- What has stayed the same (comparing past periods)? Why do you think this is?

- What has changed between different periods? Why do you think this is?
- Did everything change between...?
- What other period of history is that similar to? What other period of history is that different to?
- Is it still like that today? Why?

UKS2 History National Curriculum

Understand historical concepts, such as continuity and change.

Children can:

- identify why some changes between different periods of time have had more significant consequences than others;
- explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity;
- start to categorise some types of changes into political, economic social and technological;
- understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history;
- understand and describe in some detail the main changes to an aspect of a period in history.

Possible Continuity and Change Questions UKS2:

- What were things like before the change occurred?
- Why did things change between...?
- What was clearly different after the change occurred?
- What were the direct causes of the changes?
- Did it change like this everywhere or for everyone?
- What were the reasons that some things remained the same?
- Whose lives changed the most and why in...?
- How much had people's lives changed after the...?
- Why was there so much continuity between...?
- Why was there so much change between...?
- Can you name an economic/political/social change that happened?

Cause & Consequence:

KS1 History National Curriculum

Pupils should understand historical concepts, such as cause and consequence.

Children can:

- a understand that a cause makes something happen and that historical events have causes;
- b explain that historical events are caused by things that occurred before them;
- c understand that a consequence is something that happens as a result of something else.

Possible Cause & Consequence Questions KS1:

- What was the event?
- When did the event happen?
- What happened during the event?
- Can you think of anything that happened before the event that is linked to it?
- Can you describe something that happened after the event which took place because of it?

LKS2 History National Curriculum

Pupils should understand historical concepts, such as cause and consequence.

Children can:

- a understand that a cause is something directly linked to an event and not just something that happened before it;
- b start to understand that there are short and long-term causes of events;
- c comment on the importance of the different causes for some key events;
- d explain a series of directly related events that happened in the lead up to a historical event;
- e begin to understand that historical events create changes that have consequences;
- f understand that a consequence is something that happens as a direct result of something else;
- g understand that historical events have consequences that sometimes last long after the event is over.

Possible Cause & Consequence Questions LKS2:

- What earlier events were important to the occurrence of the main event?
- What were the main consequences of this event?
- Who was affected by this event? How long did this last for after the event?

UKS2 History National Curriculum

Understand historical concepts, such as cause and consequence.

Children can:

- examine in more detail the short and long-term causes of an event being studied;
- understand that some causes may be more significant than others and that some causes are less significant;
- begin to understand that historians may not agree on the main causes of an event;
- understand that one event can have multiple consequences that impact on many countries and civilisations;
- understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War;
- address and devise historical questions about cause and consequence.

Possible Cause & Consequence Questions UKS2:

- What were the short-term causes of this event?
- What were the long-term causes of this event?
- Can you explain the main causes of...?
- What do you think was the most significant cause of...?
- Why do historians disagree about the causes of this event?
- What do you think was the most significant consequence and why?

Similarities & Differences:

KS1 History National Curriculum

Pupils should understand historical concepts, such as similarity and difference.

Pupils should identify similarities and differences between ways of life in different periods.

Children can:

- start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female;
- identify that some things within living memory are similar and some things are different;

- c recognise some similarities and differences between the past and the present.

Possible Similarities & Differences Questions KS1:

- Was this the same for everyone?
- How would the life of a... have been different? (You could name different jobs, etc.)
- Who would this have been different for?

LKS2 History National Curriculum

Pupils should understand historical concepts, such as similarity and difference.

Children can:

- a identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs;
- b identify and give some examples of how life was similar in the past.

Possible Similarities & Differences Questions LKS2:

- Can you give an example of how life was similar for someone who was there?
- Was this the same everywhere?
- How was it different?

UKS2 History National Curriculum

Understand historical concepts, such as similarity and difference.

Children can:

- a explain and give varied examples of how life was similar and different in the past;
- b explain and give examples to show that things may have been different from place to place at the same time;
- c start to give reasons for these similarities and differences.

Possible Similarities & Differences Questions UKS2:

- Why do people believe there was this difference? Was this the same everywhere?
- Can you give an example to support your answer?
- Where was it the same/different?

- How similar were the lives of...?

Historical Significance:

KS1 History National Curriculum

Pupils should understand historical concepts, such as historical significance.

Children can:

- a explain reasons why someone might be significant;
- b talk about why a person was important;
- c talk about why the event was important and what happened.

Possible Historical Significance Questions KS1:

- Was this the same for everyone?
- Can you name a significant person?
- What did this person do?
- Can you name a significant event?
- Can you explain what this event was?

LKS2 History National Curriculum

Pupils should understand historical concepts such as historical significance.

Children can:

- a begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past;
- b understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;
- c identify historically significant people and events from a period of history and give some detail about what they did or what happened.

Possible Historical Significance Questions LKS2:

- Can you name a significant person?
- What did this person do?

- Can you name and describe a significant event?
- Does everyone think this person/event is still significant today?

UKS2 History National Curriculum

Pupils should understand historical concepts, such as historical significance.

Children can:

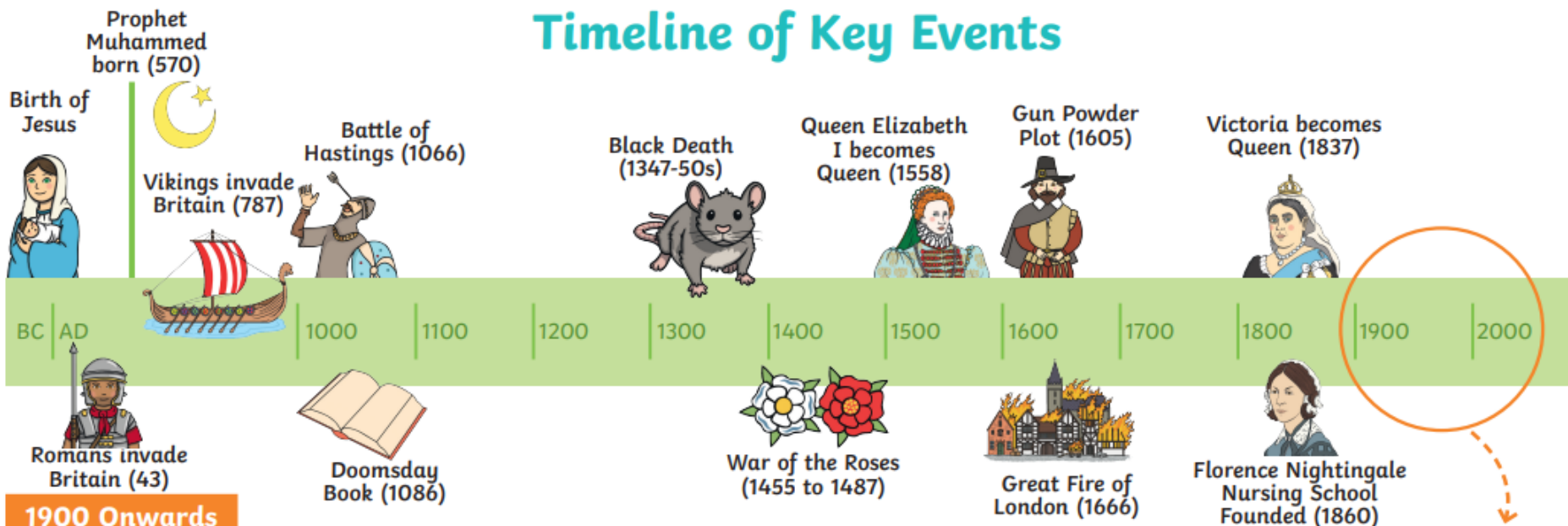
- a explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant;
- b understand that what we consider to be significant can change throughout different periods;
- c start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally;
- d identify a range of historically significant people and events from different periods of history and explain why they were significant;

identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.

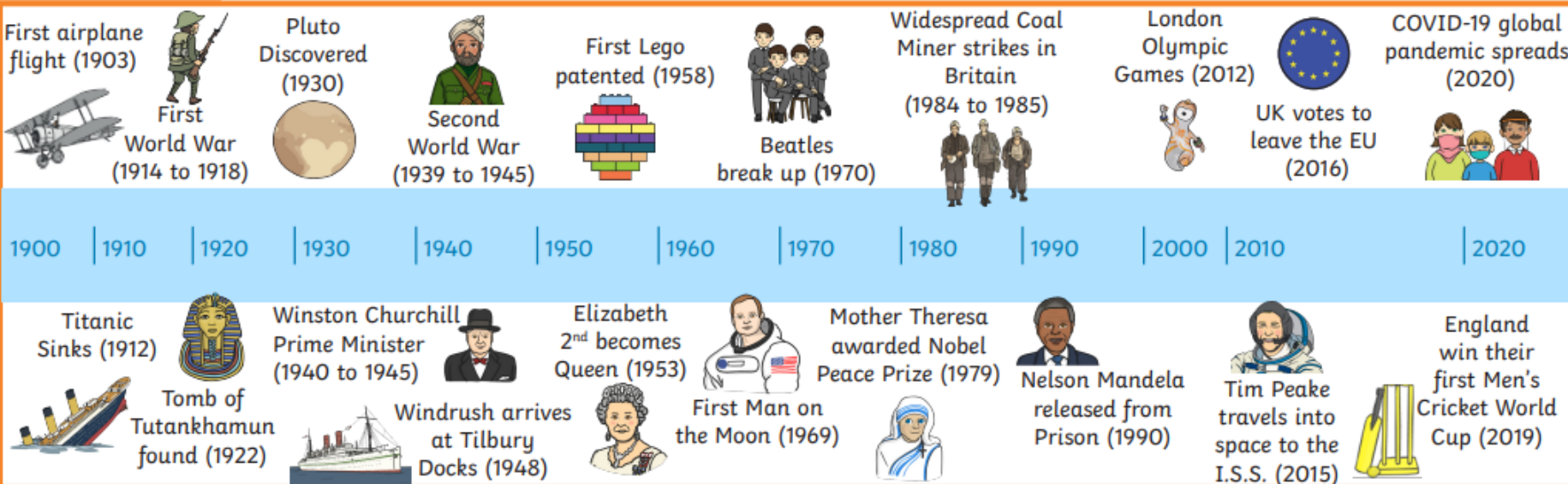
Possible Historical Significance Questions UKS2:

- Can you name a significant person?
- What did this person do?
- Why might somebody think this person is significant today? Why might someone disagree?
- Can you name and describe a significant event?
- Was this event individually, regionally, nationally or globally significant?
- What changed because of this?

Timeline of Key Events



1900 Onwards



History Timeline

Key Events

