

Curriculum Expectations in Wider Curriculum

History

Impact: As a result of teaching History at St Michael's, we expect to see the following outcomes

| Historical skills | KS1 | LKS2 | UKS2 |
|--|---|--|---|
| Chronology (using terminology) | Chn know the difference between past and present. Recognise important differences between life now and in the past. | Show chronological understanding by explaining that the past can be divided into historical periods. Use correct dates and terms for historical periods studied. | All of LKS2 plus: Chn use their knowledge to describe characteristic features of past societies. |
| Chronology (ordering/sequencing) | Use terms relating to passing of time. Place events in order. | Identify similarities and differences between historical periods. | Identify changes within and across historical eras studied. |
| Knowledge and understanding of events, people and changes in the past | Can recount stories/episodes from the past. Show knowledge and understanding of the past beyond living memory (Y2) Begin to understand why people acted as they did, in the past. | Demonstrate knowledge of people, events and changes studied. Give reasons for major changes which occurred. Discuss impact of major changes e.g. invasion, on UK and globally. | Describe in detail main events, people and changes within eras studied. Can form a judgement about why events happened. |
| Historical enquiry – sources of information: | Begin to understand that the past can be represented in different ways. | Identify and explain the different ways in which the past can be represented. | Understand that events can be interpreted in different ways and can suggest reasons for this. |
| | Handle and observe a range of sources (including artefacts) to answer questions about the past. | Handle, observe and compare a range of historical sources. Use inference to analyse sources in order to make judgements about past events. | Select and combine information from a range of historical sources. Evaluate sources and make a judgement about their usefulness. |
| Critical thinking | Ask and answer questions showing understanding of why people acted as they did in the past | Answer historical questions clearly, making reference to relevant sources. Use dates and terms studied, accurately. | Answer historical questions clearly, making reference to relevant sources. Use dates and terms studied, accurately. Compare similarities & difference |