

Being a Historian

NC Coverage and Progression within Curious City Enquiries

| KS1 | | Y1 | | | | | Y2 | | | | |
|--------------------------|--|----|--|--|--|--|----|--|--|--|--|
| Historical understanding | develop an awareness of the past, using common words and phrases relating to the passing of time | | | | | | | | | | |
| | know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods | | | | | | | | | | |
| | use a wide vocabulary of everyday historical terms | | | | | | | | | | |
| | ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events | | | | | | | | | | |
| | understand some of the ways in which we find out about the past | | | | | | | | | | |
| | identify different ways in which it is represented | | | | | | | | | | |
| Historical knowledge | 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 | | | | | | | | | | |

| KS2 | | Y3 | | Y4 | | Y5 | | Y6 | |
|---|---|----|--|----|--|----|--|----|--|
| Historical understanding | 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 | | | | | | | | |
| | note connections, contrasts and trends over time and develop the appropriate use of historical terms | | | | | | | | |
| | regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance | | | | | | | | |
| | construct informed responses that involve thoughtful selection and organisation of relevant historical information | | | | | | | | |
| | understand how our knowledge of the past is constructed from a range of sources | | | | | | | | |
| Historical knowledge | 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 | | | | | | | | | |

