



At Valence, our History curriculum inspires curiosity about Britain’s past and the wider world. Children learn about key decisions in our history that have shaped how our country is governed. Our curriculum fosters the ability to think critically and communicate ideas confidently.

We provide opportunities to discuss and evaluate the past, allowing children to formulate their own questions and lines of enquiry. As an ethnically diverse school, we ensure that our curriculum is inclusive and representative of our pupils. Our curriculum covers a wide range of periods, cultures and significant people in history, including people of colour.

We offer a historical curriculum that is accessible to all Valence children through high-quality personalised teaching that is appropriately differentiated to meet the individual needs of children, covering all the skills outlined in the National Curriculum through broad, challenging and inspiring topics of study. By the end of Year 6, children have the cultural capital to be successful in History in their Secondary school.

P.R.A.I.S.E Pride Respect Achievement Independence Success Enjoyment

	EYFS	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge							
Constructing the past	Can identify that things from the past might be different from today – toys, houses etc.	Can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. can recall some events from the moon landings)	Can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Great Fire of London).	Can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by Ancient Egyptians).	Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Romans and their achievements).	Can provide overviews of the most significant features of different themes, individuals, societies and events covered	Can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding the variety of social,

							economic, cultural and political aspects of World Wars).
Sequencing the past/Chronology	<p>Can identify that things have happened in the past</p> <p>Can talk about some past and present events in their own life and in the lives of family members</p>	<p>Can identify that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Can put a few objects in the correct sequence on a time line</p> <p>Can label timelines with pictures, words or phrases</p> <p>Uses dates to talk about people or events from the past (when appropriate)</p>	<p>Can identify that there are different periods of time in history – Georgians/Victorians/21st century etc.</p> <p>Can compare periods of time that have been studied– e.g life for children in the Georgian and Victorian eras.</p> <p>Can label timelines with pictures, words or phrases and give reasons for their order</p>	<p>Is beginning to use dates and historical terms to describe events</p> <p>Can place events, artefacts and historical figures on a timeline using dates</p>	<p>Can use dates and historical terms to describe events</p> <p>Can use a timeline within a specific time in history to set out the order things may have happened</p> <p>Is beginning to recognise and quantify the different time periods that exist between different groups that invaded Britain</p> <p>Can place events, artefacts and historical figures on a timeline using dates</p>	<p>Can use dates and historical terms more accurately in describing events</p> <p>Can place features of historical events and people from past societies and periods in a chronological framework</p> <p>Can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline</p>	<p>Can use dates and historical terms accurately in describing events</p> <p>Can place features of historical events and people from past societies and periods in a chronological framework</p> <p>Can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline</p>
History Concepts							
Continuity and Change	<p>Can identify that some things within living memory have changed and some things have stayed the same – growing up, changing</p>	<p>Can identify a few similarities, differences and changes occurring within a particular topic – e.g changes between toys their grandparents</p>	<p>Beginning to identify that changes throughout history have had important consequences – housing safety</p>	<p>Can describe some similarities, differences and changes occurring throughout the Stone and Iron Ages by comparison of:</p>	<p>Can make valid statements about the main similarities, differences and changes occurring throughout Roman Britain from Iron</p>	<p>Can provide valid reasons why some changes and developments were important (e.g. decide why one change in communication is</p>	<p>Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the</p>

	teachers/classrooms etc.	would have played with and modern toys.	(GFOL), understanding of the world from Captain Cook etc. Identifying WHY some things have stayed the same throughout history – explorers trying to find new things etc.	<ul style="list-style-type: none"> • housing, • society/life, • education, • achievements, • beliefs 	Age Britain through comparison of: <ul style="list-style-type: none"> • housing, • society/life, • education, • achievements, • beliefs Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of: <ul style="list-style-type: none"> • housing, • society/life, • education, • achievements, • beliefs 	of particular importance)	type and nature of the change
Cause and effect	Beginning to understand the meaning of the term 'consequence.' They can talk about their own and others' behaviour and its consequences.	Can identify at least one relevant cause for, and effect of, several events covered	Can comment on a few valid causes relating to many of the events covered – e.g. the cases for the start and rapid spread of the Great Fire of London Can identify that certain events and individuals have had major consequences in	Can comment on the importance of causes and effects for some of the key events and developments within topics.	Can explain with confidence the significance of particular causes and effects for many of the key events and developments.	Can place several valid causes and effects in an order of importance relating to events and developments.	Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects Can devise historically valid

			history – e.g. Captain Cook’s voyages expanded our knowledge of the world, some of his maps are still used today etc.				questions about causes
Significance and interpretation	Can look closely at similarities, differences, patterns and change in the world around them.	Can talk about some important people from the past and can say some of the ways in which they are important Is beginning to answer questions using a range of artefacts/ photographs/pictures provided	Can identify why certain people/events are significant in the wider context of history – Captain Cook’s voyages and their impact on the rest of the world etc. Can provide some valid reasons for selecting an event, development, or person as significant	Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Ancient Egypt). Can identify why our interpretations of earlier time periods can be difficult due to limited primary sources or written evidence	Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Roman period distinctive). Can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca)	Can answer historical questions about significance, using information and evidence that they have carefully considered and selected Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics	Can compare the significance of events, development and people across topics and time periods (e.g. explain which period of 20 th century British history was the most important, giving reasons for their choice). Can understand and explain the reasons for different interpretations in a range of topics (e.g. recognise and explain how and why there could be different interpretations about the world wars).

Historical Enquiry

<p>Planning and carrying out a historical enquiry</p>	<p>Starting to ask simple questions about people or events from within living memory</p>	<p>Can ask and answer a few valid historical questions</p>	<p>Can participate in guided enquiry using knowledge from topic</p> <p>Can make semi-independent decisions and use evidence provided to justify</p>	<p>Can participate in small independent enquiry using pre-selected primary and secondary sources</p> <p>Is beginning to make independent decisions and use evidence to justify</p>	<p>Can carry out independent enquiry using a range of primary and secondary sources</p> <p>Can make independent decisions and use evidence to justify</p>	<p>Can respond to historical enquiry and independently select sources to provide evidence.</p> <p>Can make independent decisions and use a range of evidence to justify</p>	<p>Can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources</p> <p>Can respond to historical enquiries in different forms e.g writing, timelines and reconstructions</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>
<p>Using sources as evidence</p>	<p>Uses storytelling and books used in class to understand the past</p>	<p>Can extract basic information from several different types of source including written, visual and oral sources and artefacts</p>	<p>Understanding the difference between primary and secondary sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Can understand how sources can be used to answer a range of historical questions.</p>	<p>Can recognise possible uses of a range of sources for answering historical enquiries.</p> <p>Is beginning to comment on the usefulness and reliability of a range of sources for particular enquiries.</p>	<p>Can accept and reject sources based on the usefulness and reliability of sources</p> <p>Can identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings</p>	<p>Can identify the effectiveness of sources as evidence considering factors such as purpose, audience, accuracy, reliability and how the source was compiled</p> <p>Use sources of evidence as the basis for an opinion</p>

							Is beginning to make references to evidence as justification
Vocabulary and communication	Simple words to describe the passing of time – e.g. ‘past’ ‘before’ ‘now’ ‘then’	Using simple phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘Long ago’ ‘before I was born’ ‘changes to now’ Using simple words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’	Using phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’ Using words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’ ‘significant’ ‘primary source’ ‘impact’ ‘explorer’	Using phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘decade’ ‘century’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’ Using words and phrases to describe events and people from the past – e.g. ‘hunter-gatherer’ ‘impact’ ‘significant’ ‘continuity’ ‘change’ ‘warrior’ ‘prehistoric’ ‘artefact’ ‘BC/AD’	Using phrases and words to describe the passing of time - e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘during this time’ ‘previously’ ‘compared to’ Using words and phrases to describe events and people from the past – e.g. ‘empire’ ‘emperor’ ‘migration’ ‘conquest’ ‘cause’ ‘effect’ ‘peasant’ ‘reliable’	Using phrases and words to describe the passing of time and context of civilisations - e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’ ‘the duration of...’ ‘continuing on from...’ Using words and phrases to describe events and people from the past – e.g. ‘invader’ ‘interpretation’ ‘viewpoint’ ‘bias’	Using phrases and words to describe the passing of time and context of civilisations - e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’ ‘the duration of...’ ‘the narrative of history’ Using words and phrases to describe events and people from the past – e.g. ‘significance’ ‘prosperity’ ‘causation’ ‘diversity’ ‘progression’