

**History Curriculum 2024-25**



**Acorn Class – Year 1**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>The Great Fire of London</b>	<b>Famous Explorers</b>	<b>Toys</b>
<b>Units of Study</b>	<p><b>KS1 NC Link</b> Pupils should be taught about the following:</p> <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally.</li> </ul> <p><i>Themes &amp; Concepts:</i> Conflict and Disaster</p> <p><i>Substantive concepts explicitly taught:</i> Monarchy and Civilisation</p> <p><b>Knowledge</b> To know what London was like in 1666 and to make comparisons today To know how and why the fire started. To know why the fire spread so far and fast. To look at sources of evidence and how we know about the Great Fire of London (diary of Samuel Pepys) To know how London was rebuilt and the impact of the fire.</p>	<p><b>KS1 NC Links</b> Pupils should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><i>Themes &amp; Concepts:</i></p> <p>Exploration and Invasion</p> <p><i>Substantive concepts explicitly taught:</i></p> <p>Exploration</p> <p><b>Knowledge</b> To know that we can use evidence to learn about the past. To suggest different types of evidence that we can use to learn about the past. To ask questions and make observations. To learn about some famous explorers:</p> <ul style="list-style-type: none"> <li>- Charles Darwin</li> <li>- Neil Armstrong</li> <li>- Sylvia Earle</li> <li>- Roald Armstrong</li> <li>- Edmund Hilary</li> <li>- Ibn Battuta</li> </ul> <p>To make comparisons To know the reasons explorers chose to explore.</p>	<p><b>KS1 NC Links</b> Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><i>Themes and Concepts:</i> Society and Community</p> <p><i>Substantive concepts explicitly taught:</i> Trade, Civilisation, Industry</p> <p><b>Knowledge</b> To know ways that we can find out about the past. To investigate different toys as artefacts and make observations and ask questions To plot toys on a simple timeline. To understand the term chronology To understand and use the term modern To make comparisons and to recognise similarities and differences between toys in the past and toys today</p>
<b>Historical Enquiry Skills (Taught throughout all units)</b>			

<p><b>Historical Interpretations</b></p>	<p><b>KS1 History National Curriculum</b> Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a start to compare two versions of past events;</li> <li>b start to understand that there can be different versions of the same event from the past;</li> <li>c observe and use pictures, photographs and artefacts to find out about the past;</li> <li>d start to use stories or accounts to distinguish between fact and fiction;</li> <li>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.</li> </ul>
<p><b>Historical Investigations</b></p>	<p><b>KS1 History National Curriculum</b> Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a observe or handle evidence to ask simple questions about the past;</li> <li>b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>c use evidence to explain the key features of events;</li> <li>d sort some objects/artefacts into new and old and then and now.</li> </ul>
<p><b>Chronological Understanding</b></p>	<p><b>KS1 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a sequence artefacts and events that are close together in time;</li> <li>b order dates from earliest to latest on simple timelines;</li> <li>c sequence pictures from different periods;</li> <li>d describe memories and changes that have happened in their own lives;</li> <li>e use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</li> </ul>
<p><b>Knowledge and Understanding of Events and People in the Past</b></p>	<p><b>KS1 History National Curriculum</b> Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a know and recount episodes from stories and significant events in history;</li> <li>b understand that there are reasons why people in the past acted as they did;</li> <li>c describe significant individuals from the past.</li> </ul>
<p><b>Presenting, Organising and Communicating</b></p>	<p><b>KS1 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a talk, write and draw about things from the past;</li> <li>b use historical vocabulary to retell simple stories about the past.</li> </ul>

Key Concepts	
<b>Continuity and Change</b>	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as continuity and change.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> begin to identify old and new things across periods of time through pictures, photographs and objects;</li> <li><b>b</b> begin to understand that some things change and some things stay nearly the same.</li> </ul>
<b>Cause and Consequence</b>	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as cause and consequence.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> understand that a cause makes something happen and that historical events have causes;</li> <li><b>b</b> explain that historical events are caused by things that occurred before them;</li> <li><b>c</b> understand that a consequence is something that happens as a result of something else.</li> </ul>
<b>Similarities and Differences</b>	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as similarity and difference.</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> 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;</li> <li><b>b</b> identify that some things within living memory are similar and some things are different;</li> <li><b>c</b> recognise some similarities and differences between the past and the present.</li> </ul>
<b>Historical Significance</b>	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as historical significance.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> explain reasons why someone might be significant;</li> <li><b>b</b> talk about why a person was important;</li> <li><b>c</b> talk about why the event was important and what happened.</li> </ul>

**Oak Class (Year2 -6)**

	<u>Year 2</u>	<u>Year 3/4</u>	<u>Year 5/6</u>
	<b><u>Units of Study</u></b>		
<b>Stone Age – Iron Age</b>	<p><b><u>KS1 NC Links</u></b> <i>Events beyond living memory that are significant nationally</i></p>	<p><b><u>KS2 NC Links</u></b> <i>The changes from Stone Age to Iron Age</i></p>	<p><b><u>KS2 NC Links</u></b> <i>The changes from Stone Age to Iron Age</i></p>

	<p><i>(Changes to Britain and how they impacted on the development of Britain)</i></p> <p><b>Knowledge</b> To know some aspects of what life was like in the Palaeolithic and Mesolithic era</p> <ul style="list-style-type: none"> <li>- Tools</li> <li>- Hunting</li> <li>- Food sources</li> <li>- Survival</li> </ul> <p>With support, to sequence the chronology of the ages and recognise some continuity and change over time. To investigate sources of historical evidence from ancient history.</p>	<p><b>Knowledge</b> To know what life was like in the Palaeolithic and Mesolithic era</p> <ul style="list-style-type: none"> <li>- Tools</li> <li>- Hunting</li> <li>- Food sources</li> <li>- Survival</li> </ul> <p>To sequence the chronology of the ages and recognise continuity and change over time. To investigate sources of historical evidence from ancient history and their accuracy.</p>	<p><b>Knowledge</b> To know what life was like in the Palaeolithic and Mesolithic era and make comparisons between ages.</p> <ul style="list-style-type: none"> <li>- Tools</li> <li>- Hunting</li> <li>- Food sources</li> <li>- Survival</li> </ul> <p>To independently sequence the chronology of the ages and identify continuity and change over time. To ask questions. To investigate sources of historical evidence from ancient history and their reliability. To make inferences from sources of evidence</p>
<p><b>Roman invasion of Britain and Boudicca rebellion</b></p> <p><b>Key Concepts:</b> Civilisation, settlement, empire, monarchy and trade</p> <p><b>Historical Skills</b> Chronology Evidence and interpretation Similarity and difference Cause and consequence</p>	<p><b>KS1 NC Links</b> <i>Events beyond living memory that are significant nationally (impact of Roman invasion on Britain and Boudicca's rebellion)</i> <i>Lives of a significant individual – Boudicca</i></p> <p><b>Knowledge</b> With support, to know how the early Roman Empire was ruled and to name some of the rulers To know some of the reasons why the Roman army was so powerful. To sequence the events that led to the invasion of Britain To make simple comparisons between Celtic ways of life and Roman towns. To know the causes and events of Boudicca's rebellion. To know how and some of the reasons why the Roman rule ended in Britain</p>	<p><b>KS2 NC Links</b> <i>The Roman Empire and its impact on Britain</i></p> <p><b>Knowledge</b> To know how the early Roman Empire was ruled and to name some of the rulers To know why the Roman army was so powerful and why it was important in developing the Roman Empire. To know the sequence of events that built up to the Roman invasion of Britain. To make comparisons between Celtic ways of life and Roman towns. To know the causes, events and consequences of Boudicca's rebellion. To know how and why the Roman rule ended in Britain</p>	<p><b>KS2 NC Links</b> <i>the Roman Empire and its impact on Britain</i></p> <p><b>Knowledge</b> To know how the early Roman Empire was ruled and to name some of the rulers. To make comparisons between rulers and explain reasons for explanations. To know why the Roman army was so powerful and why it was important in developing the Roman Empire. To make comparisons with other factors in the expansion of the Roman Empire To know and sequence of events that built up to the Roman invasion of Britain. To make comparisons between Celtic ways of life and Roman towns and reflect on the changes brought by Roman invasion</p>

Change and continuity			To know the causes, events and consequences of Boudicca's rebellion. To look at different viewpoints and sources of evidence To know how and why the Roman rule ended in Britain. To investigate what impact Roman rule had on Britain
<b>Ancient Egypt</b>	<p><b><u>KS1 NC link</u></b>  <i>Events beyond living memory that are significant nationally</i>  <i>Lives of a significant individual – Rameses II and Tutankhamun</i></p> <p><b><u>Knowledge</u></b>  With support, sequence simple events from ancient Egypt  To know the continent Egypt is in and locate the general area on a map.  To make simple comparisons with other empires and civilisations studied.  To recognise some of the sources of evidence that tells us about ancient Egypt.  To know some of the facts about the lives of Rameses II and the importance of the Tutankhamun finds.</p>	<p><b><u>KS2 NC Link</u></b>  The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p><b><u>Knowledge</u></b>  To sequence events of early Egyptian.  To know where Egypt is and what it is like today to make comparisons.  To make comparisons with other time periods studied and place in chronology.  To know what life was like in ancient Egypt and the hierarchy of Egyptian society.  To reflect on how we know about ancient Egypt – pyramids, hieroglyphics, Rosetta Stone  To study Rameses II and Tutankhamun.  To know the consequences of the invasion of the old kingdom  To know how the Egyptian empire came to an end</p>	<p><b><u>KS2 NC Link</u></b>  The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p><b><u>Knowledge</u></b>  To sequence events of early Egyptian and make links between the events.  To know where Egypt is and what it is like today to make comparisons.  To make comparisons with other time periods studied and place in chronology in greater depth.  To know what life was like in ancient Egypt and the hierarchy of Egyptian society and make comparisons.  To reflect on how we know about ancient Egypt – pyramids, hieroglyphics, Rosetta Stone and consider how useful and accurate this information  To study Rameses II and Tutankhamun.  To know the consequences of the invasion of the old kingdom  To know how the Egyptian empire came to an end and compare reasons. Make comparisons with other empires studied.</p>
<b><i>Historical Enquiry</i></b>			

<b>Historical Interpretations</b>	<p><b>KS1 History National Curriculum</b> Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>f</b> start to compare two versions of past events;</li> <li><b>g</b> start to understand that there can be different versions of the same event from the past;</li> <li><b>h</b> observe and use pictures, photographs and artefacts to find out about the past;</li> <li><b>i</b> start to use stories or accounts to distinguish between fact and fiction;</li> <li><b>j</b> explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> look at two versions of the same event or story in history and identify differences;</li> <li><b>b</b> investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li><b>c</b> begin to understand some of the ways in which historians and others investigate the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> find and analyse a wide range of evidence about the past;</li> <li><b>b</b> use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li><b>c</b> consider different ways of checking the accuracy of interpretations of the past;</li> <li><b>d</b> start to understand the difference between primary and secondary evidence and start to question its reliability;</li> <li><b>e</b> show an awareness of the concept of propaganda;</li> <li><b>f</b> know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li><b>g</b> continue to develop their understanding of how historians and others investigate the past.</li> </ul>
<b>Historical Investigations</b>	<p><b>KS1 History National Curriculum</b> Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>e</b> observe or handle evidence to ask simple questions about the past;</li> <li><b>f</b> observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li><b>g</b> use evidence to explain the key features of events;</li> <li><b>h</b> sort some objects/artefacts into new and old and then and now.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use a range of primary and secondary sources to find out about the past;</li> <li><b>b</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;</li> <li><b>c</b> gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li><b>d</b> regularly address and sometimes devise own questions to find answers about the past;</li> <li><b>e</b> begin to undertake their own research.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> recognise when they are using primary and secondary sources of information to investigate the past;</li> <li><b>b</b> use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li><b>c</b> select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> </ul>

			<b>d</b> investigate their own lines of enquiry by posing historically valid questions to answer.
<b>Chronological Understanding</b>	<p><b>KS1 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>f</b> sequence artefacts and events that are close together in time;</li> <li><b>g</b> order dates from earliest to latest on simple timelines;</li> <li><b>h</b> sequence pictures from different periods;</li> <li><b>i</b> describe memories and changes that have happened in their own lives;</li> <li><b>j</b> use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</li> </ul>	<p><b>KS2 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> 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;</li> <li><b>b</b> understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<p><b>KS2 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li><b>b</b> accurately use dates and terms to describe historical events;</li> <li><b>c</b> understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>
<b>Knowledge and Understanding of Events and People in the Past</b>	<p><b>KS1 History National Curriculum</b> Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>d</b> know and recount episodes from stories and significant events in history;</li> <li><b>e</b> understand that there are reasons why people in the past acted as they did;</li> <li><b>f</b> describe significant individuals from the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> find out about the everyday lives of people in time studied compared with our life today;</li> <li><b>b</b> explain how people and events in the past have influenced life today;</li> <li><b>c</b> identify key features, aspects and events of the time studied;</li> <li><b>d</b> describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li><b>b</b> use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</li> <li><b>c</b> describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
<b>Presenting, Organising and Communicating</b>	<p><b>KS1 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>c</b> talk, write and draw about things from the past;</li> </ul>	<p><b>KS2 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that</li> </ul>	<p><b>KS2 History National Curriculum</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;</li> </ul>

	<p><b>d</b> use historical vocabulary to retell simple stories about the past.</p>	<p>could be made up of diaries, speeches or letters. These could also be autobiographies);</p> <p><b>b</b> start to present ideas based on their own research about a studied period.</p>	<p><b>b</b> plan and present a self-directed project or research about the studied period.</p>
<b>Key Concepts</b>			
<b>Continuity and Change</b>	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as continuity and change.</p> <p>Children can:</p> <p><b>c</b> begin to identify old and new things across periods of time through pictures, photographs and objects;</p> <p><b>d</b> begin to understand that some things change and some things stay nearly the same.</p>	<p><b>KS2 History National Curriculum</b> Pupils should understand historical concepts, such as continuity and change.</p> <p>Children can:</p> <p><b>a</b> identify key things that stayed the same between periods;</p> <p><b>b</b> identify key things that changed between periods;</p> <p><b>c</b> start to explain the impact of some changes that have happened throughout different periods of time;</p> <p><b>d</b> identify that there are reasons for continuities and changes across periods of time and explain some of these;</p> <p><b>e</b> start to understand that there are times in history when change happens suddenly.</p>	<p><b>KS2 History National Curriculum</b> Understand historical concepts, such as continuity and change.</p> <p>Children can:</p> <p><b>a</b> identify why some changes between different periods of time have had more significant consequences than others;</p> <p><b>b</b> explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity;</p> <p><b>c</b> start to categorise some types of changes into political, economic social and technological;</p> <p><b>d</b> 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;</p> <p><b>e</b> understand and describe in some detail the main changes to an aspect of a period in history.</p>
<b>Cause and Consequence</b>	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as cause and consequence.</p> <p>Children can:</p> <p><b>d</b> understand that a cause makes something happen and that historical events have causes;</p> <p><b>e</b> explain that historical events are caused by things that occurred before them;</p> <p><b>f</b> understand that a consequence is something that happens as a result of something else.</p>	<p><b>KS2 History National Curriculum</b> Pupils should understand historical concepts, such as cause and consequence.</p> <p>Children can:</p> <p><b>a</b> understand that a cause is something directly linked to an event and not just something that happened before it;</p> <p><b>b</b> start to understand that there are short and long-term causes of events;</p> <p><b>c</b> comment on the importance of the different causes for some key events;</p> <p><b>d</b> explain a series of directly related events that happened in the lead up to a historical event;</p> <p><b>e</b> begin to understand that historical events create changes that have consequences;</p> <p><b>f</b> understand that a consequence is something that happens as a direct result of something else;</p>	<p><b>KS2 History National Curriculum</b> Understand historical concepts, such as cause and consequence.</p> <p>Children can:</p> <p><b>a</b> examine in more detail the short and long-term causes of an event being studied;</p> <p><b>b</b> understand that some causes may be more significant than others and that some causes are less significant;</p> <p><b>c</b> begin to understand that historians may not agree on the main causes of an event;</p> <p><b>d</b> understand that one event can have multiple consequences that impact on many countries and civilisations;</p> <p><b>e</b> understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the</p>



		<p><b>g</b> understand that historical events have consequences that sometimes last long after the event is over.</p>	<p>end of the First World War being cited as one cause of the Second World War;</p> <p><b>f</b> address and devise historical questions about cause and consequence.</p>
<b>Similarities and Differences</b>	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as similarity and difference.</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children can:</p> <p><b>d</b> 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;</p> <p><b>e</b> identify that some things within living memory are similar and some things are different;</p> <p><b>f</b> recognise some similarities and differences between the past and the present.</p>	<p><b>KS2 History National Curriculum</b> Pupils should understand historical concepts, such as similarity and difference.</p> <p>Children can:</p> <p><b>a</b> 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;</p> <p><b>b</b> identify and give some examples of how life was similar in the past.</p>	<p><b>KS2 History National Curriculum</b> Understand historical concepts, such as similarity and difference.</p> <p>Children can:</p> <p><b>a</b> explain and give varied examples of how life was similar and different in the past;</p> <p><b>b</b> explain and give examples to show that things may have been different from place to place at the same time;</p> <p><b>c</b> start to give reasons for these similarities and differences.</p>
<b>Historical Significance</b>	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as historical significance.</p> <p>Children can:</p> <p><b>d</b> explain reasons why someone might be significant;</p> <p><b>e</b> talk about why a person was important;</p> <p><b>f</b> talk about why the event was important and what happened.</p>	<p><b>KS2 History National Curriculum</b> Pupils should understand historical concepts such as historical significance.</p> <p>Children can:</p> <p><b>a</b> 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;</p> <p><b>b</b> understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;</p> <p><b>c</b> identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p><b>KS2 History National Curriculum</b> Pupils should understand historical concepts, such as historical significance.</p> <p>Children can:</p> <p><b>d</b> explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant;</p> <p><b>e</b> understand that what we consider to be significant can change throughout different periods;</p> <p><b>f</b> start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally;</p> <p><b>g</b> identify a range of historically significant people and events from different periods of history and explain why they were significant;</p> <p><b>h</b> 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.</p>