

# History

- 1 = Significance** (What is important from people, developments, events & ideas)  
**2 = Cause** (tracing & evaluating events that influence & enable historical development)  
**3 = Change & Continuity** (The past shifting from what came before & consistency across time)  
**4 = Similarity & Difference** (Recognise the uniformity & diversity of the past)

## Big Ideas KS1

- The past is a different place to the present. Historians study this.
- There is a varied world around us which can impact us and we can impact.
- Every person, including you, has different beliefs and morals which impact their lives.
- Historians don't always agree.
- Sources of evidence can often only suggest what happened.

## KS1 Outcomes

### Chronology

- Put events into chronological order. [1|3]
- Use words and phrases about the past. [2|3]
- Identify similarities and differences between ways of life in different time periods. [4]

### Sources of Evidence

- Understand some of the ways in which we find out about the past and how it is represented differently. [1|2|4]
- Use sources of evidence, including stories, to show knowledge and understanding of key features of events. [1|2]
- Ask and answer simple questions about the past. [1|2|3|4]

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### Big Ideas LKS2

- Historians can understand today by knowing the past.
- There is no fixed 'history', history is a series of agreed upon opinions, interpretations and judgements.
- Historians can learn history from primary and secondary sources of information from the past and present.

### LKS2 Outcomes

#### Chronology

- Select and organise key people and events in chronological order. [1|3]
- Describe or recount key people and events in history in detail. [1|4]
- Recognise trends over time. [2|3|4]
- Recognise cause-and-effect events [1|2|3]
- Make connections and draw contrasts between local, regional, British and World history over short and long term timescales. [3|4]
- Explain how the wider world has influenced Britain. [2|3]

#### Sources of Evidence

- Understand how knowledge of the past is constructed from a range of sources. [1|2|4]
- Identify different interpretations of the past, referencing sources [1|2|3|4]
- Ask and answer historically valid questions. [1|2|3|4]
- Construct informed responses that involve selecting and organising historical information. [1|2|3|4]
- Make judgements based on their historical interpretation. [1|2|3|4]

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Big Ideas UKS2	UKS2 Outcomes
<ul style="list-style-type: none"> <li>History is a series of chronologically ordered causes and consequence that help us to understand the world around us</li> <li>Historians recognise some sources of evidence are more reliable than others</li> <li>Historians recognise History is open to debate, challenge &amp; discussion</li> <li>Evidence is used rigorously to make historical claims</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>Select and organise people and events in chronological order, explaining reasons for their inclusion or exclusion of people and events. [1 3]</li> <li>Describe or recount key people, events, developments and ideas from history in detail. [1 2 3]</li> <li>Recognise and analyse trends over time, including how periods have changed or stayed the same. [2 3 4]</li> <li>Recognise mankind's significant achievements and historically repeating follies. [1 2 3 4]</li> <li>Explain personal interpretations of cause-and-effect events [1 2 3]</li> <li>Make and explain connections and draw contrasts between local, regional, British and World history over short and long term timescales. [3 4]</li> <li>Explain how the wider world has influenced Britain and how Britain has influenced the wider world. [2 3]</li> </ul> <p><b>Sources of Evidence</b></p> <ul style="list-style-type: none"> <li>Explain how people have shaped Britain. [1 2 3 4]</li> <li>Explain how and why different interpretations of the past may have been formed, referencing sources. [1 2 3 4]</li> <li>Weigh historical evidence to make judgements and give their own perspectives on information from history, gathered and referenced from multiple sources. [1 2 3 4]</li> <li>Frame perceptive and historically valid questions about the past.</li> <li>Analyse a source of evidence and comment on the use it has to a Historian. [1 2 3 4]</li> <li>Create structured accounts, including written narratives and analysis. [1 2 3 4]</li> </ul>