

St. Peter's



Catholic  
Primary School

# History Curriculum ENQUIRY QUESTIONS

2024 - 2025

## EARLY YEARS FRAMEWORK

|           |                         |                  |  |
|-----------|-------------------------|------------------|--|
| Reception | Understanding the World |                  | Comment on images of familiar situations in the past.<br>Compare and contrast characters from stories, including figures from the past   |
| ELG       | Understanding the World | Past and Present | <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> |

## NATIONAL CURRICULUM PROGRAMME OF STUDY

| Key Stage 1 National Curriculum Expectations  |
|---|
| <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</li> <li>• 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];</li> <li>• 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];</li> <li>• significant historical events, people and places in their own locality.</li> </ul> |

| Key Stage 2 National Curriculum Expectations  |
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| <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age;</li> <li>• the Roman Empire and its impact on Britain;</li> <li>• Britain's settlement by Anglo-Saxons and Scots;</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;</li> <li>• a local history study;</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;</li> <li>• 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;</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world; Ancient Egyptians</li> <li>• 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; Maya civilization c. AD 900; Benin (West Africa) c. AD 900–1300.</li> </ul> |

## HISTORY OVERVIEW:

| YEAR GROUP   | TOPIC/THEME   | KEY ENQUIRY QUESTIONS  |
|--|---|--|
| <b>Reception</b><br>Who is in my family and how have I changed?<br>What do stories tell us about the past?<br>How can we celebrate and remember special events?                          | Me and my family<br>Traditional Tales<br>Seasons and Celebrations   | Why am I special?<br>How have I changed?<br>Who is in my family?<br>What is 'the past'?<br>What do stories tell us about the past?<br>Why do we have fireworks?<br>Why do people wear poppies?   |
| <b>Year 1</b><br>How are our lives different from the past?<br><br>What was 'The Great Fire of London'?<br><br>How does sequencing events help us piece together the past?               | Changes within living memory – houses and homes<br>Local history – houses and homes around Doncaster<br>Events beyond living memory – Great Fire of London<br>Significant individuals – Samuel Peeps<br><br>Chronology– explore through fiction stories and poems.  | What do houses and homes look like now?<br>Do old and new houses and homes look the same in Doncaster?<br>What old buildings can I see in Doncaster?<br>What materials are used and have been used to build homes?<br>How/Why, did the houses burn so quickly in The Great Fire of London?<br>Who was Samuel Peeps and how is he connected to The Great Fire of London?          |
| <b>KEY VOCABULARY: YEAR 1</b>  | <b>Homes/Buildings -</b><br><br><b>Modern homes–</b> Detached Semi-detached Bungalow Flat Terraced<br><b>Local area–</b> Locality/Local area Neighbourhood Community Doncaster Town Village Area<br><b>Old homes–</b> Victorian Tudor Middle Ages Castle<br><b>Building features–</b> Wood Glass Brick Stone Timber<br><b>Compare and contrast–</b> Comparison, similarities, differences, past, present<br><b>Alternative homes–</b> Cottage, barge, castle, palace, mansion, boat |  |
| <b>CONCEPTS:</b>   | <b>Homes Settlements Social class (rich/poor) Community</b>   |  |
| <b>Year 2</b><br>How has transport changed over time?<br><br>Why did the railways come to Doncaster during the Victorian era?<br><br>Why is there an aircraft museum next to our school? | Changes within living memory: history of transport.<br>Significant National/global events.<br><br>Local study, Doncaster railway development and decline, Sir Nigel Gresley, RAF Doncaster.   | How has transport changed over time?<br>Who were some important people in the history of transport?<br>What did the first cars look like?<br>Why is Doncaster important in the history of the railways?<br>Why is there an aircraft museum next to our school?<br>Why is there an airport in Doncaster?<br>How did people travel long distances before aeroplanes were invented? |

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|  |  | How do astronauts get to space?   |
| <b>KEY VOCABULARY: YEAR 2</b>  | <b>Types of Transport:</b> Car Aeroplane Ship Bicycle Train Lorry<br><b>General transport:</b> Railways Airport Road Motorways Aviation Travel Transport Journey<br><b>History of transport:</b> Steam Engine Hot air balloon Bi-plane   |   |
| <b>CONCEPTS:</b>   | <b>Travel Transport Journeys Exploration Migration Inventions</b>  |   |
| <b>Year 3</b><br><br><b>What is an ancient civilisation and how did influence at a local and global level?</b><br><br><b>From Stone to Iron, how did changes in technology influence lives in Ancient Britain?</b><br><br><b>Who were the Ancient Egyptians and what were their achievements?</b><br><br><b>Who were the Ancient Greeks, and how have they influenced today's Western World?</b> | <p>Know there are 4 civilisations which are believed to be the earliest: Ancient Egypt, Indus Valley, Sumer (Mesopotamia Modern Iraq), Shang dynasty China.</p> <p>Know that Prehistory includes the Stone Age, the Bronze Age and the Iron Age. Know how to place these periods along a timeline.</p> <p>Ancient Egypt<br/>Know what everyday life was like for Ancient Egyptians: the structure of society, life of a pharaoh, scribe, crafts person and farmer.<br/>Know that hieroglyphics are Ancient Egyptian writing. To know where archaeologists have discovered hieroglyphics. To know about tomb paintings, papyrus, Rosetta Stone.</p> <p>Ancient Greece<br/>Know that the Ancient Greece Civilisation had many achievements and some still influence the western world today.</p> <p>Maya Civilisation<br/>Know about some key aspects of Maya culture- writing, numbers, architecture, astronomy, agriculture.<br/>Know that the Popol Vuh is a collection of myths and stories that help us understand Maya religion.</p> | <p>Who were the earliest civilisations?<br/>Where were these communities?<br/>How/why were these civilisations successful?<br/>How/why did these civilisations decline?</p> <p>Who lived in Britain thousands of years ago?<br/>How did they live?<br/>What was important to these early British civilisations?<br/>How did technological discoveries influence daily lives?</p> <p>Who were the Ancient Egyptians?<br/>Why was the River Nile so important to the Ancient Egyptians?<br/>How was Egyptian society structured?<br/>What was life like in Ancient Egyptian times?<br/>What is papyrus and how was it made?<br/>What religion did the Ancient Egyptians follow?<br/>What did Ancient Egyptians believe happened after you had died?<br/>Why was the discovery of Tutankhamun's tomb so important in history?<br/>Should Tutankhamun's tomb have been left undisturbed?</p> <p>Who were the Ancient Greeks?<br/>What were the city states?<br/>How and where can we spot Ancient Greek culture in our modern day world?</p> <p>Who were the Ancient Maya and where did they live?<br/>What evidence do we have, primary and secondary of this ancient civilisation and how can we use it?<br/>Why is the Popol Vuh so important?</p> |
| <b>KEY VOCABULARY: YEAR 3</b>  | <b>BC AD Kingdom civilisation Farming Agriculture River Nile Desert plough Flooding Irrigation</b>   |   |

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|   | <b>Fertile Farming Settlement Society Skilled Crafts Slaves Trade Religion</b><br><b>Hieroglyphs/Hieroglyphics Scribe Pharaoh Pyramid Afterlife Mummification/mummy Papyrus</b><br><b>Scarab beetles Burial Tomb God Goddess Canopic jars Sarcophagus Archaeologist</b><br><b>Ahau or Ahaw Cacao Popol Vuh Chichen Itza Codex Glyph</b><br><b>Athens Sparta Mount Olympus Acropolis Zeus</b>  |  |
| <b>CONCEPTS: Y3</b>   | <b>Settlement Kingdom</b><br><b>Agriculture Religion</b><br><b>Civilization</b><br><b>Trade</b><br><b>Monarchy</b><br><b>Social Class</b><br><b>Slavery</b>   |  |
| <b>Year 4</b><br><b>What/When was the Roman Empire?</b><br><br><b>Why was the Roman Empire so powerful?</b><br><b>When did the roman Empire invade Britain and what did they come here?</b><br><br><b>What impact did the Romans have on British culture and society?</b><br><br><b>Can we still see the legacy of Roman occupation in Britain today?</b> | <p>The Romans<br/> Know the foundation of the Roman Empire: story of Romulus and Remus.<br/> Know the extent of the Roman Empire before it invaded Britain, (use maps, timelines).<br/> Learn how diverse the Roman Empire was. Trade, conflict. Utilise primary and secondary sources.</p> <p>Know when and the reasons why the Romans invaded Britain. Use the Roman Geographer Strabo's account of Britain.</p> <p>Know what the Romans achieved that is still significant today.<br/> Architecture, food, Latin, Roman numerals, roads, technology– central heating, aqueducts, postal service.</p> | <p>Who were the Romans?<br/> Which countries were taken over by the Romans?<br/> How diverse was the Roman Empire?<br/> What religion did the Ancient Romans follow?</p> <p>When did the Romans invade Britain?<br/> Why did the Romans invade Britain?<br/> How were Roman armies organised?<br/> Why did Hadrian build a wall?<br/> Who was Boudicca?<br/> What was life like in Roman Britain?<br/> What impact did the Romans have on Britain?</p> <p>What evidence can we see of the Romans in Britain today?<br/> How does architecture demonstrate that a settlement has Roman origins?<br/> How have the Romans influenced our life style today?</p> |
| <b>KEY VOCABULARY: YEAR 4</b>   | <b>Chronology Empire Invasion Invade Conquer Emperor Army Centurion Soldier Rebellion</b><br><b>Religion Mythology myths Aqueduct Amphitheatre Mosaic Army Temple Villa Shield</b><br><b>Gladiator Chariot Standard Legion slave</b>  |  |
| <b>CONCEPTS: Y4</b>   | <b>Empire Civilisation Leadership Politics Social Class Invasion Settlement Technology Migration</b><br><b>Legacy Inventions</b>  |  |
| <b>Year 5</b><br><b>How have the Anglo–Saxons, Scots and Vikings influenced Britain today?</b><br><br><b>What evidence do we have of Anglo–Saxon culture in Britain?</b><br><br><b>How are their monarchs linked to our monarch today?</b>  | <p>Invaders and Settlers (Anglo Saxons/Vikings)</p> <p>Britain's settlement by Anglo Saxons and Scots.</p> <p>Vikings settlement of English and the struggle for the Kingdom of England.</p>  | <p>Where are English people from?<br/> Are all English people immigrants?<br/> Why isn't England part of the Roman Empire today?</p> <p>Why did the Anglo–Saxons come to England?<br/> Who was the first king of England?<br/> Was England always a Christian country?<br/> Who wrote history books in Anglo–Saxon times?</p>  |

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| <p>Were all Vikings really brutal?</p>   | <p>The legacy of Anglo Saxons and Vikings on Britain today.</p>  | <p>Who was buried at Sutton Hoo?<br/> Was King Arthur real?<br/> How did monarchy and kingship change during Anglo-Saxon times?</p> <p>Why did the Vikings come to England?<br/> Did the Vikings settle in other parts of the British Isles?<br/> Were Vikings really brutal invaders?<br/> Have the Vikings been misrepresented in history?<br/> What effects did the Viking invasions have on life in Anglo-Saxon England?</p> <p>What effects did the Anglo Saxons and Vikings have on English history?<br/> What evidence of their settlement can we see in our lives today?</p>   |
| <p>KEY VOCABULARY: YEAR 5</p>  | <p><b>Anglo-Saxons:</b> Monarchy kingship invasion conquer trade settle settlement kingdom religion Migration runes resistance defence succession authority<br/> <b>Vikings:</b> Monarch Invasion Conquer Trade Settle Religion Warrior Violent Ruthless Law Parliament Justice Migration Runes Treaty Navigation Resistance defence</p>   |  |
| <p>CONCEPTS: Y5</p>  | <p><b>Anglo-Saxons:</b> Invasion Settlement Agriculture Migration Community(British Values) Social Class Leadership Impact Legacy<br/> <b>Vikings:</b> Invasion Settlement Agriculture Community Conflict Treaty Parliament Democracy Law Leadership Social Class Migration Impact Legacy</p>  |  |
| <p>Year 6</p> <p>How did people from the past shape the world we know today?</p> <p>What were the causes, which led to the outbreak of WW1?</p> <p>Why did WW1 become known as, 'the war to end all wars'?</p> <p>What was the impact of WW1 on British society, the changing role of women/men?</p> | <p>'Journeys, Conflict and Justice'<br/> Britain 1901 – 1918<br/> WW1 – Suffragettes</p> <p>Know which countries were the dominant powers of the world at the turn of the twentieth century. Know that there were several events in the early twentieth century that led Europe in to war.</p> <p>Know who was involved in the fighting: British alliance (their origins), German alliance (their origins). Know the role empires played. Know where fighting took place, key battles, during WW1. Locate area on map.</p> | <p><b>Global Powers at the beginning of the twentieth century.</b><br/> Which countries were the dominate powers at the beginning of the twentieth century?<br/> How did the building of Empires effect relations between powerful countries?<br/> How did Empires and allies fuel suspicions and create tension between these super powers?</p> <p><b>WW1</b><br/> What were the causes of WW1?<br/> How were soldiers recruited?<br/> Were all soldiers who fought for Britain from Britain?<br/> What was life like in the trenches?<br/> What were the key battles and important events of WW1?<br/> Who was Edith Cavell and why is she an important figure in the history of WW1?<br/> What happened during the Christmas Truce of 1914?<br/> What was the role of women during WW1?<br/> How were the lives of ordinary people affected during WW1?</p> |

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|                                      | <p>The impact of WW1 on British society – the role of women/men.</p> <p>Know how lives of the people at home was impacted by WW1.</p> <p>Know what the Suffragette movement was. Know how WW1 altered their campaign. Know the impact of WW1 on female suffrage.</p>   | <p>Who was Walter Tull and why is he an important figure in the history of WW1?</p> <p>What was the impact of World War 1?</p> <p>What was the legacy of WW1?</p> <p>How can we ensure that we continue to remember WW1?</p> <p><b>SUFFRAGETTES</b></p> <p>Who were the suffragettes?</p> <p>What were they protesting about?</p> <p>How did they protest?</p> |
| <p><b>KEY VOCABULARY: YEAR 6</b></p> | <p><b><u>World War 1:</u> Empire Countries Conflict Allies Alliance Treaty Assassination Navy Army Soldier Troops Trench No Man’s land Truce Battle Tank Front line Officers Battlefield Surrender</b></p> <p><b><u>Suffragettes:</u> suffrage Suffragists Suffragettes Votes Elections Parliament MP Government Civil rights Action Protest Demonstration Violence Beliefs Duty Representation of the People Act Franchise Lobbying</b></p> |  |
| <p><b>CONCEPTS: Y6</b></p>           | <p><b><u>WW1:</u> Monarchy Social Class Empire Duty Responsibility Loyalty Conflict Equality Democracy Justice Human Rights Invasion Leadership</b></p> <p><b><u>Suffragettes:</u> Equality Democracy Justice Human Rights</b></p>   |  |

## HISTORY PROGRESSION OF SKILLS

| HISTORICAL INTERPRETATION | EYFS  | KS1  | LKS2   | UKS2   |
|---------------------------|---|--|--|--|
|                           | <p>Children should understand that the past is something that has already happened</p> <p>Children can talk about past and present events in their own lives and in the lives of family members</p> | <p><b>KS1 History National Curriculum</b><br/>Children 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><b>By the end of KS1 children can:</b><br/>Start to compare two versions of a past event;<br/>Observe and use pictures, photographs and artefacts to find out about the past;<br/>Start to use stories or accounts to distinguish between fact and fiction;<br/>Explain that there are different types of evidence and sources that can be used to help represent the past.</p> | <p><b>KS2 History National Curriculum</b><br/>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>By the end of LKS2 children can:</b><br/>look at more than two versions of the same event or story in history and identify differences;<br/>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> | <p><b>KS2 History National Curriculum</b><br/>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>By the end of UKS2 children can:</b><br/>find and analyse a wide range of evidence about the past;<br/>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;<br/>consider different ways of checking the accuracy of interpretations of the past;<br/>start to understand the difference between primary and secondary evidence and the impact of this on reliability;<br/>show an awareness of the concept of propaganda;<br/>know that people in the past represent events or ideas in a way that may be to persuade others;<br/>begin to evaluate the usefulness of different sources</p> |



HISTORICAL ENQUIRY

| EYFS  | KS1   | LKS2   | UKS2   |
|---|---|--|--|
| <p>Children should ask and answer questions about their own lives and their own environments.</p> <p>Children can observe or handle photographs and objects directly relating to their past and ask questions about these</p> | <p><b>KS1 History National Curriculum</b><br/>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p><b>By the end of KS1 children can:</b><br/>observe or handle evidence to ask simple questions about the past;<br/>observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;<br/>choose and select evidence and say how it can be used to find out about the past.</p> | <p><b>KS2 History National Curriculum</b><br/>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><b>By the end of LKS2 children can:</b><br/>use a range of sources to find out about the past;<br/>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;<br/>gather more detail from sources such as maps to build up a clearer picture of the past;<br/>regularly address and sometimes devise own questions to find answers about the past;<br/>begin to undertake their own research.</p> | <p><b>KS2 History National Curriculum</b><br/>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><b>By the end of UKS2 children can:</b><br/>recognise when they are using primary and secondary sources of information to investigate the past;<br/>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;<br/>select relevant sections of information to address historically valid questions and construct detailed, informed responses;<br/>investigate their own lines of enquiry by posing historically valid questions to answer.</p> |

CHRONOLOGICAL UNDERSTANDING

| EYFS   | KS1   | LKS2  | UKS2   |
|--|---|---|--|
| <p>Children should talk about past and present events in their own lives and in the lives of family members.</p> <p>Children can:<br/>order events in their own lives chronologically;<br/>describe their own memories</p> | <p><b>KS1 History National Curriculum</b><br/>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><b>By the end of KS1 children can:</b><br/>sequence artefacts and events that are close together in time;<br/>order dates from earliest to latest on simple timelines;<br/>sequence pictures from different periods;<br/>describe memories and changes that have happened in their own lives;<br/>use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p> | <p><b>KS2 History National Curriculum</b><br/>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><b>By the end of LKS2 children can:</b><br/>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; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> | <p><b>KS2 History National Curriculum</b><br/>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><b>By the end of UKS2 children can:</b><br/>order an increasing number of significant events, movements and dates on a timeline using dates accurately;<br/>accurately use dates and terms to describe historical events;<br/>understand and describe in some detail the main changes to an aspect in a period in history;<br/>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> |

**KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST**

| EYFS  | KS1   | LKS2   | UKS2  |
|---|---|--|---|
| <p><b>Understanding the World (People and Communities)</b><br/>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Understanding the World (The World)</b><br/>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> | <p><b>KS1 History National Curriculum</b><br/>Pupils should identify similarities and differences between ways of life in different periods. Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p><b>By the end of KS1 children can:</b><br/>recognise some similarities and differences between the past and the present;<br/>identify similarities and differences between ways of life in different periods;<br/>know and recount episodes from stories and significant events in history;<br/>understand that there are reasons why people in the past acted as they did;<br/>describe some significant individuals from the past</p> | <p><b>KS2 History National Curriculum</b><br/>Pupils should note connections, contrasts and trends over time.</p> <p><b>By the end of LKS2 children can:</b><br/>note key changes over a period of time and be able to give reasons for those changes;<br/>find out about the everyday lives of people in time studied compared with our life today;<br/>explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied;<br/>describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> | <p><b>KS2 History National Curriculum</b><br/>Pupils should note connections, contrasts and trends over time.</p> <p><b>By the end of UKS2 children can:</b><br/>identify and note connections, contrasts and trends over time in the everyday lives of people;<br/>use appropriate historical terms such as culture, religious, social, economic and political when describing the past;<br/>examine causes and results of great events and the impact these had on people;<br/>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> |

| PRESENTING, ORGANISING AND COMMUNICATING | EYFS  | KS1  | LKS2   | UKS2   |
|--|---|--|--|--|
|  | <p>Pupils should use vocabulary of everyday historical terms.</p> <p>Children can:<br/>draw, talk and write about things from their past;<br/>use play to communicate their knowledge of the past</p> | <p><b>KS1 History National Curriculum</b><br/>Pupils should use a wide vocabulary of everyday historical terms.</p> <p><b>By the end of KS1 children can:</b><br/>show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;<br/>talk, write and draw about things from the past;<br/>use historical vocabulary to retell simple stories about the past;<br/>use drama/role play to communicate their knowledge about the past.</p> | <p><b>KS2 History National Curriculum</b><br/>Pupils should develop the appropriate use of historical terms.</p> <p><b>By the end of LKS2 children can:</b><br/>use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;<br/>present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;<br/>start to present ideas based on their own research about a studied period.</p> | <p><b>KS2 History National Curriculum</b><br/>Pupils should develop the appropriate use of historical terms.</p> <p><b>By the end of UKS2 children can:</b><br/>know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;<br/>present, communicate and organise ideas about and from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;<br/>plan and present a self-directed project or research about the studied period.</p> |