



	LKS2	UKS2
Historical Interpretations	KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can: - a look at more than two versions of the same event or story in history and identify differences; - b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can: - a find and analyse a wide range of evidence about the past; - b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - c consider different ways of checking the accuracy of interpretations of the past; - d start to understand the difference between primary and secondary evidence and the impact of this on reliability; - e show an awareness of the concept of propaganda; - f know that people in the past represent events or ideas in a way that may be to persuade others; - g begin to evaluate the usefulness of different sources.
Historical Investigations	KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: - a use a range of sources to find out about the past; - 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; - c gather more detail from sources such as maps to build up a clearer picture of the past; - d regularly address and sometimes devise own questions to find answers about the past; - e begin to undertake their own research.	KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: - a recognise when they are using primary and secondary sources of information to investigate the past; - b 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; - c select relevant sections of information to address historically valid questions and construct detailed, informed responses; - d investigate their own lines of enquiry by posing historically valid questions to answer.



Chronological Understanding	KS2 History National Curriculum 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. Children can: - a 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; - b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	KS2 History National Curriculum 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. Children can: - a order an increasing number of significant events, movements and dates on a timeline using dates accurately; - b accurately use dates and terms to describe historical events; - c understand and describe in some detail the main changes to an aspect in a period in history; - d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
Knowledge and Understanding of Events, People and	KS2 History National Curriculum Children should note connections, contrasts and trends over time. Children can: - a note key changes over a period of time and be able to give reasons for those changes; - b find out about the everyday lives of people in time studied compared with our life today; - c explain how people and events in the past have influenced life today; - d identify key features, aspects and events of the time studied; - e describe connections and contrasts between aspects of history, people, events and artefacts studied.	KS2 History National Curriculum Pupils should note connections, contrasts and trends over time. Children can: - a identify and note connections, contrasts and trends over time in the everyday lives of people; - b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; - c examine causes and results of great events and the impact these had on people; - d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
Presenting, Organising and Communicating	KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can: - a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; - b 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; - c start to present ideas based on their own research about a studied period.	KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can: - a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; - b present, communicate and organise ideas about 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; - c plan and present a self-directed project or research about the studied period.