



Khalsa Primary School Annual History Overview 2021-2022



Khalsa Primary School our aim is to develop a well-rounded member of the future wider society.
We do this through a memorable and modern curriculum.

This gives our children a variety of aspirations to achieve their ever increasing potential with Sikhi in their heart.

At Khalsa Primary School, we teach our children History in order to enhance their knowledge of the past and show how it has shaped our world today. Our topics are arranged in Chronological order, so that the children can build on their prior learning and have a clear understanding of different time periods.

We start off each topic with a timeline, which we add to as we progress through the topics.

Purpose of study- A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History Progression of skills KS1 – Year 1 & 2

| | |
|--|--|
| Children will be taught... | |
| <p><u>KS1 Areas of study</u></p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally. • 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. • Significant historical events, people and places in their own locality. | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Order a set of events or objects • Use a timeline to place important events. • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. |
| <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Use information to describe the past • Recall some facts about people/events before living memory • Look at evidence to give and explain reasons why people in the past may have acted the way they did. • Recount the main events from a significant event in History | <p><u>Historical interpretation</u></p> <p>Look at and use books and pictures, stories, eye witness accounts, pictures, videos, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> |



Khalsa Primary School Annual History Overview 2021-2022

Khalsa Primary School our aim is to develop a well-rounded member of the future wider society.

We do this through a memorable and modern curriculum.

This gives our children a variety of aspirations to achieve their ever increasing potential with Sikhi in their heart.



Historical enquiry

- Identify different ways in which the past is represented
- Ask questions about the past
- Explore events, look at pictures and ask questions i.e. “Which things are old and which are new?” or “What were people doing?”
- Look at objects from the past and ask questions i.e. “What were they used for?” and try to answer.
- Use a wide range of information to answer questions.

Organisation and communication

- Describe objects, people or events in History.
- Sort events or objects into groups (i.e. then and now.)
- Use timelines to order events or objects or significant people.
- Tell stories about the past.
- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

Summary of End of KS1 History Skills

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events they study fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods of time.
- Use a wide vocabulary of everyday Historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that know and understand key features of events.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.



Khalsa Primary School Annual History Overview 2021-2022



Khalsa Primary School our aim is to develop a well-rounded member of the future wider society.
We do this through a memorable and modern curriculum.

This gives our children a variety of aspirations to achieve their ever increasing potential with Sikhi in their heart.

History Progression of skills Lower KS2 (Year 3 & 4)

Purpose of study- A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

| Children will be taught... | |
|--|---|
| <p><u>LKS2 Areas of study:</u></p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The achievements of the earliest civilizations and their impact on the world today. | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. • Begin to recognise and quantify the different time periods that existed. |
| <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • To use evidence to describe life in the past. • To understand how different invaders invaded in the past. • Suggest why certain events happened as they did in history. • Suggest why certain people acted as they did in history. • Explain how events from the past have helped shape our lives. • Understand why certain countries were important to have been invaded and conquered. | <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Explore the idea that there are different accounts of History. • Explore the impact of the past on our world today. • Explain differences in lifestyles of people in the past and now. • Recognise differences within people belonging to different classes, living in the same historic era. • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. |



Khalsa Primary School Annual History Overview 2021-2022

Khalsa Primary School our aim is to develop a well-rounded member of the future wider society.

We do this through a memorable and modern curriculum.

This gives our children a variety of aspirations to achieve their ever increasing potential with Sikhi in their heart.



Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
- Ask questions and find answers about the past.
- Recognise the part that archaeologists have had in helping us understand more about what happened in the past.
- Use various sources to piece together information about a period in history.
- Identify similarities and differences between given periods in history.

Organisation and communication

- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Summary of End of KS2 History Skills

- 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.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.



Khalsa Primary School Annual History Overview 2021-2022



Khalsa Primary School our aim is to develop a well-rounded member of the future wider society.

We do this through a memorable and modern curriculum.

This gives our children a variety of aspirations to achieve their ever increasing potential with Sikhi in their heart.

History Progression of skills Upper KS2 (Year 5 & 6)

Purpose of study- A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

| Children will be taught... | |
|---|--|
| <p><u>UKS2 Areas of study:</u></p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. • Wars of the world- Looking at conflict in past & present with a focus on WW1 • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- World War II • The changing power of Monarchs | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events, movements and dates on a timeline. • Describe the main changes in a period in history. • Identify and compare changes within and across different periods. • Understand how some historical events occurred concurrently in different locations |
| <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Choose reliable sources of information to find out about the past.</p> <ul style="list-style-type: none"> • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) | <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Know that people both in the past have a point of view and that this can affect interpretation. • Evaluate evidence to choose the most reliable forms. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. • Summarise the main events from a specific period in history, explaining the order in which key events happened. • Recognise and describe differences and similarities/ changes and continuity between different periods of history. |



Khalsa Primary School Annual History Overview 2021-2022

Khalsa Primary School our aim is to develop a well-rounded member of the future wider society.

We do this through a memorable and modern curriculum.

This gives our children a variety of aspirations to achieve their ever increasing potential with Sikhi in their heart.



Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.

Organisation and communication

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
- Plan and present a self-directed project or research about the studied period.

Summary of End of KS2 History Skills

- 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.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.