

Throughout each topic teachers should check that content has been learned and remembered, including content from previous years, to prevent it from being forgotten. Retrieval practice is built into each lesson to interrupt the forgetting curve and secure construct in long term memory.

Each topic ends with a written task that is stimulated by the topic's enquiry question. Teachers will assess this work against the relevant Mastery Key each term to decide whether the child is working at Age Related Expectations by the end of each academic year. Teachers offer pupils alternative ways of recording their knowledge to ensure that pupil attainment in History is not hindered by any barriers to writing.

By the time pupils leave **Key Stage 2**, they will:

- ✓ Have developed a **secure understanding** of significant historical periods, events, and individuals from both British and world history, placing them within a chronological framework.
- ✓ Be able to confidently **use historical vocabulary and concepts** such as *chronology*, *cause and consequence*, *change and continuity*, *evidence*, and *historical significance* to discuss the past.
- ✓ Gain essential **historical enquiry skills**, including asking perceptive questions, using and evaluating sources of evidence, making connections, and drawing conclusions about the past.
- ✓ Understand how **different interpretations of the past are formed** and be able to reflect critically on how history is represented in books, artefacts, stories, and media.
- ✓ Appreciate **how the past influences the present** and recognise the importance of understanding history in shaping identity, values, and society today.
- ✓ **Be enthusiastic, curious, and motivated** to explore the past further, equipped with the historical thinking skills and knowledge necessary to succeed in Key Stage 3 and beyond.

**By the end of KS2**, pupils will have a rich and coherent understanding of history, capable of thinking like historians — asking thoughtful questions, exploring multiple perspectives, and making connections across time and place.

# Mastery Skills

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Can understand and use some language of time: yesterday, long ago, before I was born when talking about their family or transport.	Can explain at least three similarities and differences between the explorations of Captain Cook and Captain Scott.	Can explain what happened during the Great Fire of London and how there was both negative and positive impact.	Can explain which Age they would prefer to live in and why.	Can understand and explain how the life of an Anglo-Saxon child compares to a child's life today.	Can understand and explain why the River Nile was important to the Ancient Egyptians.	Can explain how and why England became a unified country at the end of the Viking era?
Can talk about Grace Darling, Jane Goodall and Neil Armstrong and why they are significant.	Can explain how Shah Jaman and Mother Teresa showed love to others.	Can explain three similarities and differences between life now and life in Victorian times.	Can understand and explain who Boudicca was and what she did for the Celts.	Can understand and explain the impact Francis Drake had on life in Tudor times.	Can understand and explain how the changes in the Victorian era improved our lives then and now.	Can understand and explain how changes in Post-war Britain illustrate British Values.
Can explain that castles were built to protect kings and queens from invasion and many still survive today.	Can explain how we know about dinosaurs and how Mary Anning contributed towards this.	Can explain what happened to the people on board the Titanic.	Can understand and explain what attracted people to Torquay in Victorian times.	Can understand and explain how colonisation during Tudor times affected people.	Can understand and explain the most significant ways that Ancient Greek ideas influence life today.	Can explain at least three different ways that the Mayan people demonstrated resilience.

