



Bosvena

School “At Bosvena School, we nurture healing, curiosity, and courage so every child can thrive, in learning, in relationships, and in life.”



B- Bravery

E- Empathy

A- Aspirations

C- Communication

O- Opportunity

N- Nurture

History Overview KS1-KS4

Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
<p>Chronological Awareness</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Pupils know the difference between the past and present. Pupils know basic events in their own life (birthdays, starting school). Pupils know familiar historical events and people (e.g., the Great Fire of London, Florence Nightingale). <p>Skills</p> <ol style="list-style-type: none"> Use everyday vocabulary related to time (then, now, a long time ago). Sequence events in simple timelines (personal or class history). <p>Progression Focus</p> <ol style="list-style-type: none"> Begin with personal timelines → move to familiar national events. 	<p>Chronological Understanding</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Pupils know key periods in British history (Stone Age → Iron Age, Romans, Anglo-Saxons, Vikings). Pupils know significant global historical periods (Ancient Egypt, Ancient Greece, Indus Valley). Pupils know that history is divided into periods and that some are earlier/later than others. <p>Skills</p> <ol style="list-style-type: none"> Sequence events and periods using timelines. Use period-specific language (ancient, medieval, modern). Place studied events within broader chronological frameworks. <p>Progression Focus</p> <ol style="list-style-type: none"> From simple sequencing → to understanding overlap and continuity/change across periods. 	<p>Chronological Frameworks</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Pupils know key British periods: <ul style="list-style-type: none"> Medieval England (1066–1500) Early Modern Britain (1500–1750) Industrial Britain (1750–1900) Pupils know key global periods (e.g. Renaissance, Transatlantic Slave Trade, Empire). Pupils know how local, national, and global histories interconnect. <p>Skills</p> <ol style="list-style-type: none"> Place events securely within chronological frameworks. Identify continuity and change across long periods of time. Understand overlap between historical eras (e.g. medieval beliefs continuing into early modern England). <p>Progression Focus</p> <ol style="list-style-type: none"> From sequencing periods (KS2) → to understanding long-term patterns and transitions. Prepares pupils to analyse thematic change over time at GCSE. 	<p>Secure Knowledge of Examined Content</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Pupils know in-depth content for chosen GCSE units (e.g. Medicine Through Time, Conflict, Power & the People). Pupils know key dates, individuals, events, and developments. Pupils know thematic links across periods. <p>Skills</p> <ol style="list-style-type: none"> Recall and deploy precise factual knowledge. Select relevant knowledge to answer specific questions. <p>Progression Focus</p> <ol style="list-style-type: none"> From broad understanding → to deep, examinable mastery of content.
<p>Knowledge of Significant People and Events</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> Pupils know about important people in British history (e.g., Guy Fawkes, Queen Victoria). Pupils know a few international figures (e.g., Rosa Parks, Nelson Mandela). Pupils know that people can impact society in different ways. <p>Skills</p> <ul style="list-style-type: none"> Recognise key figures and link them to simple historical facts. Describe simple differences between people and events in the past and present. <p>Progression Focus</p> <ul style="list-style-type: none"> From identifying individuals → to understanding their influence and contribution. 	<p>Knowledge of Significant People and Societies</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Pupils know about influential figures in British history (e.g., Elizabeth I, Florence Nightingale, Guy Fawkes). Pupils know about key global leaders or civilizations (e.g., Cleopatra, Pericles). Pupils know about aspects of everyday life in these periods (homes, work, governance). <p>Skills</p> <ol style="list-style-type: none"> Compare and contrast different people and societies. Explain why individuals or groups were significant. <p>Progression Focus</p> <ol style="list-style-type: none"> From recognising individuals/events → to comparing influence and impact across periods. 	<p>Power, Authority, and Society</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Pupils know how power was exercised (monarchy, church, parliament, empire). Pupils know how different groups experienced power differently (class, gender, ethnicity). Pupils know key events that challenged authority (e.g. Magna Carta, English Civil War). <p>Skills</p> <ol style="list-style-type: none"> Explain how power operated in different periods. Analyse the relationship between rulers and the ruled. Compare political systems and social hierarchies. 	<p>Causation, Consequence, and Significance</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> Pupils know how historians judge significance (short-term impact, long-term change, turning points). Pupils know how consequences differ for different groups. <p>Skills</p> <ol style="list-style-type: none"> Analyse relative importance of causes. Evaluate significance using criteria. Write balanced judgements. <p>Progression Focus</p> <ol style="list-style-type: none"> From explaining events → to weighing, prioritising, and judging historical factors.

		Progression Focus <ol style="list-style-type: none"> From describing societies → to analysing structures of power and resistance. Builds conceptual understanding required for GCSE topics such as conflict, control, and protest. 	
Understanding the Past Through Stories and Artefacts	Cause, Consequence, Similarity and Difference	Cause, Consequence, Change, and Continuity	Change and Continuity Over Time
Core Knowledge <ol style="list-style-type: none"> Pupils know that artefacts, pictures, and stories tell us about the past. Pupils know that not everything from the past is like today. Skills <ol style="list-style-type: none"> Use stories, pictures, and objects to talk about the past. Recognise simple differences between past and present (homes, toys, transport). Progression Focus <ol style="list-style-type: none"> From recognising objects/events → to beginning to explain what they reveal about the past. 	Core Knowledge <ol style="list-style-type: none"> Pupils know that events can cause change in society, technology, or beliefs. Pupils know similarities and differences between different periods. Skills <ol style="list-style-type: none"> Explain simple causes and consequences of events. Identify similarities and differences between periods, places, and ways of life. Progression Focus <ol style="list-style-type: none"> From identifying cause/effect → to explaining patterns and relationships across time. 	Core Knowledge <ol style="list-style-type: none"> Pupils know that events have multiple causes (economic, political, religious, social). Pupils know that change can be rapid or gradual. Pupils know that some aspects of life remain stable despite major events. Skills <ol style="list-style-type: none"> Explain short- and long-term causes of events. Evaluate the significance of consequences. Identify patterns of continuity and change. Progression Focus <ol style="list-style-type: none"> From simple explanation (KS2) → to multi-causal and nuanced reasoning. Prepares pupils for GCSE "explain why" and "how far" questions. 	Core Knowledge <ul style="list-style-type: none"> Pupils know how themes develop across centuries (e.g. medicine, warfare, crime). Pupils know key turning points and periods of stagnation. Skills <ul style="list-style-type: none"> Compare developments across long time spans. Explain both change and continuity within the same narrative. Progression Focus <ul style="list-style-type: none"> From identifying patterns → to synthesising large bodies of knowledge into coherent explanations.
Cause, Consequence, Similarity and Difference (Introduction)	Historical Enquiry	Historical Enquiry and Interpretation	Source Analysis and Interpretation
Core Knowledge <ol style="list-style-type: none"> Pupils know that some events caused change. Pupils know that life in the past could be similar or different to today. Skills <ol style="list-style-type: none"> Identify simple causes and consequences (e.g., "The fire destroyed houses so people had to move"). Describe similarities and differences between life then and now. Progression Focus <ol style="list-style-type: none"> Introduces basic analytical thinking → foundation for deeper enquiry in KS2. 	Core Knowledge <ol style="list-style-type: none"> Pupils know that sources of evidence (texts, pictures, artefacts) can tell us about the past. Pupils know that not all sources are equally reliable. Skills <ol style="list-style-type: none"> Ask historical questions (e.g., "Why did the Romans come to Britain?"). Use evidence to answer questions about the past. Begin to consider reliability and bias of sources. Progression Focus <ol style="list-style-type: none"> From guided enquiry → to independent interpretation of evidence. Lays the groundwork for KS3's more complex analysis and historiography. 	Core Knowledge <ol style="list-style-type: none"> Pupils know that history is constructed from evidence and interpretation. Pupils know that historians may disagree about the past. Pupils know different types of sources (primary, secondary). Skills <ol style="list-style-type: none"> Evaluate reliability and usefulness of sources. Identify bias, perspective, and purpose. Compare different historical interpretations. Progression Focus <ol style="list-style-type: none"> From supported enquiry → to independent source analysis and interpretation. Direct preparation for GCSE source and interpretation questions. 	Core Knowledge <ol style="list-style-type: none"> Pupils know exam expectations for source utility, provenance, and inference. Pupils know how interpretations are shaped by context and evidence. Skills <ol style="list-style-type: none"> Analyse sources for content, origin, and purpose. Compare interpretations and explain differences. Use sources to support arguments. Progression Focus <ol style="list-style-type: none"> From evaluating sources → to precision exam technique and critical judgement.
	Communication and Historical Narrative	Historical Communication	Extended Writing and Historical Judgement
	Core Knowledge	Core Knowledge	Core Knowledge



	<p>1. Pupils know that history can be communicated through writing, discussion, timelines, and drawings.</p> <p>Skills</p> <ol style="list-style-type: none">1. Write or present simple historical narratives using evidence.2. Use historical vocabulary to describe events, people, and periods.3. Make simple comparisons between periods. <p>Progression Focus</p> <ol style="list-style-type: none">1. From basic description → to structured narratives and reasoned explanations.	<p>1. Pupils know conventions of historical writing (chronology, evidence, explanation).</p> <p>Skills</p> <ol style="list-style-type: none">1. Construct structured paragraphs using evidence.2. Use precise historical vocabulary.3. Develop extended written responses. <p>Progression Focus</p> <ol style="list-style-type: none">1. From narrative description → to analytical and evidential writing.2. Builds confidence and stamina for GCSE exam responses.	<p>1. Pupils know how to structure extended historical arguments.</p> <p>2. Pupils know how to integrate evidence effectively.</p> <p>Skills</p> <ol style="list-style-type: none">1. Write sustained analytical responses.2. Reach substantiated conclusions.3. Respond accurately to command words. <p>Progression Focus</p> <ol style="list-style-type: none">1. From structured paragraphs → to fluent, confident, exam-ready historical argument.
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