

# History Curriculum Key Skills and Knowledge



Concepts	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>A: Chronological awareness</b>	<p>Understanding the world: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present: Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p><b>I know how to use appropriate terminology (A1)</b> What “then” and “now” means (A1) <b>I can organise pictures based on personal experience (A2)</b> Toys from the past and present</p>	<p><b>I can identify similarities and differences between past and present (A1)</b> The difference between past and present (A1) What similar and different means (A1) <b>I can recognise that dates are used to identify events in the past (A2)</b> What dates are (A2) How dates are ordered (A2) <b>I can recount changes in their own life over time (A3)</b> What change is (A3) <b>I can use a timeline to place important events (A4)</b> What a timeline is and how it is ordered(A4)</p>	<p><b>I can identify differences and similarities between periods. (A1)</b> <b>I can order and sequence events chronologically. (A1)</b> <b>I can compare and contrast between events and eras. (A1)</b> <b>I can chronologically place key events on a timeline. (A1)</b> Know the timeline of Stone Age to Iron Age. (A1) Know similarities and differences between Greek soldiers and Roman soldiers. (A1) <b>I understand that a timeline is divided into AD and BC. (A2)</b> That a timeline can be divided into AD and BC. (A2) Understand the meaning of AD and BC (A2) The timeline of Ancient Greek creations and advancements. (A2)</p>	<p><b>I can describe and compare different periods of the past (A1)</b> <b>I can make links to historical knowledge of different eras (A1)</b> The end of Roman reign, Anglo Saxons and Viking invasions. How to compare the lifestyle of the Anglo Saxons to the Vikings, extending to the that of the Romans and Celts (A1) <b>I can show awareness of how the Normans impacted on people’s lives (A2)</b> Life in Britain under Norman rule e.g. society and housing. (A2) <b>I can describe the main changes in a period of history (A3)</b> Changes/ advancements of the Norman occupation of Britain (A3) The differences between Anglo-Saxon and Normal rule. (A3) (A1) The advancement of medicines (A3) How different parts of the world advanced in medicines at different rates (A3) The main changes of this time period (A3)</p>	<p><b>I can describe significant features from the ancient civilisations (A1)</b> <b>I can describe significant features from time periods (A1)</b> <b>I can recognise how Britain has influenced and been influenced by the wider world (A1)</b> <b>I can describe significant features from time periods (A1)</b> The ancient civilisations; Shang Dynasty, Ancient Egyptians, Ancient Sumer, Indus Valley (A1) The significant features of those above (A1) The chronological order of key events and individuals Black Death; symptoms of BD in chronological order. Marking on a map the journey of the spread of BD. (A1) The impact of key events and individuals on Britain and the wider world. (A1) Knights – roles and responsibilities. Hundred Years War and Battle of Crecy. Flagellants – actions and motives Peasant’s Revolt 1381 The chronological order of key events and individuals (A1)</p>	<p><b>I can make appropriate use of dates and specialist terms (A1)</b> <b>I can order significant events, movements and dates on a timeline (A2)</b> Chronological order of key factors that led up to the war (A2) Main countries and leaders involved in the lead up to the war such as; UK/Winston Churchill USA/Franklin D. Roosevelt France/Charles de Gaulle USSR/Joseph Stalin Germany/Adolf Hitler Italy/Benito Mussolini Japan/Hirohito (A2) Key events of the war such as; Treaty of Versailles, Hitler becomes leader of Germany, D Day, VE Day, Blitz, Battle of Britain, Pearl Harbour Key Victorian dates such as; Victoria’s birth and death, Prince Albert’s death, Poor Law passed, first steam railway, first photograph, Great Exhibition, Education Act, free education for all, Crimean War, first electric light bulb (A1) (A2) Chronological order of inventions (A1) (A2) Significance of Charles Darwin within his time period</p>



						<p>The impact of key events and individuals on Britain and the wider world. (A1)  <b>I can place the ancient civilisation time periods on a timeline (A3)</b>  <b>I can place key events of Ancient Egypt in chronological order (A3)</b>  <b>I can place historical events or change on a timeline (A3)</b>  <b>I can sequence and make connections between periods of world history on a timeline (A3)</b>                  How to place time periods chronologically (A3)                  The reign of Tutankhamun, the unity of Upper and Lower Egypt and the building of the Great Pyramid of Giza                  Artefacts, Egyptian myths, picture analysis etc.                  Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.</p>	<p>Chronological order of significant events of the Ancient Mayans i.e. the beginning of the Mayan calendar 3114BC, decline of Maya in 900AD (A1) (A2)                  I can <b>understand how some historical events occurred concurrently in different locations (A3)</b>                  That different countries entered the war at different times (A3)  <b>I can identify features and make links between past societies and periods (A4)</b>  <b>I can describe features and make links between past societies and periods (A4)</b>  <b>I can compare and contrast features and make links between past societies and periods (A4)</b>                  Links between WW1 and WW2 (A4)                  Society within Victorian times such as; schools, crime and punishment, class systems and workhouses (A4)                  How to compare and contrast with other significant individuals of the past i.e. Galelio (A4)                  The Mayan number system and how it links to those of different historical eras (A3) (A4)</p>
<p><b>B: Knowledge and understanding</b></p>	<p>ELG Past and Present:                  - Know some similarities and differences between things in the past and</p>	<p>What change means                  How things have changed. (Look at what children could do when</p>	<p><b>I can provide simple reasons why changes occurred in the past (B1)</b></p>	<p><b>I can show some understanding of the main events and people from the past (B1)</b></p>	<p><b>I can make connections between local, regional and international history (B1)</b></p>	<p><b>I can give their own reasons why an event occurred, backed up by evidence (B2)</b></p>	<p><b>I can draw on personal depths pf factual knowledge and</b></p>

# History Curriculum Key Skills and Knowledge



	<p>now, drawing on their experiences and what has been read in class;</p>	<p>they were babies and what they can do now) How to organise simple pictures with their own experience. <b>Compare historical periods using 'then' and 'now' (B1)</b> <b>Identify changes within historical time periods (B1)</b> What "then" and "now" means (B1) <b>Recall some facts about why people have acted the way they did (B2)</b> What a fact is (B2)</p>	<p>What some of the different parts of a castle called and I can describe them (B1) Can investigate and know some of the differences between modern and old homes, and then have looked at these in Little Bytham (B1) <b>I can draw simple conclusions and deduce information on the past from pictures and information. (B2)</b> Know what was life like in a castle (B2) Understand the differences between old fashioned shops and modern supermarkets (B2)</p>	<p>Significant events and buildings from local history. (B1) The progression from Stone Age to Bronze Age to Iron Age. (B1) The advancements in technology i.e. weapons and tools Artwork and symbolism To know the significance of stone age artwork The Romanisation of Britain (B1) The advancements with cargo, travel and water The Three Roman Invasions (B1) The eruption of Vesuvius and its impact on Pompeii (B1) Key dates of invasions Key events <b>I can use evidence to describe the lifestyle of people on the past (B3)</b> Know about The Ancient Olympics and the differences between them and modern day Olympics (B2) To use art as a representation of life events (B2) About The gods and their roles (B3) The advancement of democracy (B3)</p>	<p><b>I can make connections between the advancements of medicines in different time periods (B1)</b> I can make connections between Native Americans and Anglo Saxons (B1) Facts about the lifestyle of Britain under Norman rule. Facts about the lifestyle of different historical eras (B1) How Anglo-Saxon King Harold Godwinson came to throne How and why he was challenged for his title Battle at Stamford Bridge (brief outline) Battle of Hastings events Who William, Duke of Normandy was and his claim to the throne. Why society changed e.g. taxes That medicine was a gradual process that happened at different time in different paces (B1) Similarities and differences between the Anglo Saxons and Native Americans (B1) <b>Doomsday survey</b> <b>I can explain some of the main events of changes in the past (B2)</b> <b>I can give reasons for changes in the past (B2)</b> <b>I can give results of the changes in the past (B2)</b></p>	<p><b>I can explain why an aspect of world history is significant. (B2)</b> <b>I can choose reliable sources of information about the ancient civilisations (B1)</b> What a reliable source is (B1) <b>I can give their own reasons why an event occurred, backed up by evidence (B2)</b> How to use sources as evidence of the past (B2) Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today (B2) <b>I can describe how events have influenced life today (B3)</b> The significance of Galileo Galilei &amp; Leonardo Da Vinci and their impact on society today (B3) How his discoveries changed our views of the solar system. The landing on the moon and significance of Apollo 11 (B3) Black Death: causes, journey to England, symptoms, treatments The effects of events on local towns Causes of the Peasants' Revolt in 1381</p>	<p><b>understanding of Britain and the wider world (B1)</b> How the work of William Harvey impacted society and the wider world (B1) How the lifestyle of the Ancient Mayans impacted their surroundings (B1) The significance of temples and artefacts discovered and how it relates to life today (B1) <b>I can choose reliable sources of information (B2)</b> How to identify reliable sources of information on the war (B2) How to choose reliable sources (B2) <b>I can identify significant events and catalysts for change in Britain and the wider world (B3)</b> <b>I can analyse significant events and catalysts for change in Britain and the wider world (B3)</b> Catalysts for a country entering the war (B3) How significant individuals and inventions changed Britain and the wider world (B3) <b>I can describe the impacts of significant historical figures, events and periods (B4)</b> <b>I can describe the influence of significant historical figures, events and periods (B4)</b> The significant of William Harvey in the medical world (B1) (B3) (B4)</p>
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					<p>Why some places were more advanced in medicine than others (B2)                  Changes made by the Anglo Saxons and Vikings (B2)                  Impacts of the invasions of the Anglo Saxons and Vikings (B2)</p>		<p>The history towards the progression of organ and blood donation (B1) (B3) (B4)                  The impact the revolution had on Britain and in contrast with the wider world (B1) (B4)                  The impacts of the war on society (B4)                  Key individuals such as; Dr Barnardo through novel, Isambard Kingdom Brunel, Charles Dickens, Alexander Graham Bell, William Morris, Elizabeth Fry, Robert Peel (B4)                  The impact of world leaders and their decisions (B4)                  The relevance of the inventions within their time period</p>
<p><b>C: Organise, evaluate and communicate key information</b></p>	<p>Understanding the world: Comment on images of familiar situations in the past.                  Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present: Talk about the lives of the people around them and their roles in society;</p>	<p><b>I can obtain ideas about the past from pictures (C1)</b>  <b>I can write simple sentences about a period in time (C2)</b>  <b>I can write simple sentences about a significant individual (C2)</b>  <b>I can tell stories about the past (C3)</b>                  Know about Neil Armstrong, significant events and achievements. Neil Armstrong’s basic life facts                  Significant changes in national life.                  Tell stories about the past (C3)                  Events beyond living memory that are</p>	<p><b>I can begin to understand that information from various sources on the past may differ (C1)</b>                  What sources are (C1)                  How to use sources (C1)</p>	<p><b>I can identify different ways in which the past can be represented (C1)</b>  <b>I can communicate ideas about the past by using different genres (C2)</b>                  Where to locate and find appropriate sources                  How the past can be represented.                  How to identify appropriate ways to communicate the past                  How to order information non – chronologically</p>	<p><b>I can identify and understand how aspects of the past can be represented and interpreted in different ways (C1)</b>                  How aspects in the past can be interpreted in more than one way (C1)  <b>I can communicate ideas about the past using different genres (C2)</b>                  How to choose an appropriate way of communicating ideas of the past (C2)                  How to choose an appropriate way of communicating ideas of the past (C2)</p>	<p><b>I can make use of dates and specialist terms to structure work (C1)</b>                  Key dates and terminology of ancient civilisations (C1)                  Structure of Ancient Egyptian society                  How to appropriate dates and specialist terms to key events (C1)                  Key vocabulary (C1)  <b>I can evaluate sources and identify those that are useful to the task (C2)</b>                  How to evaluate sources (C2)                  How to choose appropriate sources for their task (C2)  <b>I can use a range of historical sources or</b></p>	<p><b>I can understand the methods of historical enquiry (C1)</b>                  How evidence is used (C1)                  How contrasting arguments and interpretations of the past have been constructed (C1)</p>

# History Curriculum Key Skills and Knowledge



		significant nationally or globally. Past tense vocabulary				<b>artefacts to build a picture of a historical event or person (C2)</b> <b>I can plan and present a self-directed project (C3)</b> How to methodically plan a project (C3) Presentation skills (C3)	
<b>D: Historical understanding</b>	ELG Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling;	<b>I can give simple explanations to a consequence of an action as a result of an event or individual (D1)</b> Why some animal species are endangered. Actions that have led to them being an endangered species Consequences of organisations such as WWF/conservations/zoo	<b>I can provide more than one effect of an event (D1)</b> <b>I can give simple explanations for the effects of an event (D1)</b> The purpose of castles (D1 and D2)	<b>I can give reasons for and results of the main events of changes using simple concepts (D1)</b> <b>I can recall accurate historical information and appropriately apply it to a cause and effect scenario (D2)</b> The impact of Ancient Greek society on modern day Britain The importance of democracy and how it is used within society. * Know how to recall accurate historical information and appropriately apply it to a cause and effect scenario	<b>I can understand more complex, abstract concepts (D1)</b> Links between Norman and Anglo Saxon/Viking history Concept of monarchy and right to the throne	<b>I can understand concepts of Ancient Civilisations (D1)</b> <b>I can draw contrasts, analyse trends and ask questions about the ancient civilisations (D1)</b> <b>I can understand historical concepts (D1)</b> <b>I can use historical concepts to make connections about the past (D1)</b> <b>I can use historical concepts to draw contrasts about the past (D1)</b> <b>I can use historical concepts analyse trends about the past (D1)</b> <b>I can use historical concepts ask questions about the past (D1)</b> Ancient civilisations structures (D1) How to contrast and analyse effectively (D1)] Similarities and differences between ancient civilisations (D1) Historical figures and their significance - Galileo Galilei & Leonardo Da Vinci. The landing on the moon and the significance of Apollo 11	<b>I can use historical concepts to create structured accounts (D1)</b> The factors that led to the beginning of WW2 (D1) The intention and impact of propaganda during WW2 (D1) The role of the Suffragettes in affecting change in the UK (D1) Key facts about the life of Charles Darwin and his circumnavigation of the globe on HMS Beagle (D1) Key facts about the Maya civilisation: similarities and differences with other civilisations (D1)

History Curriculum Key Skills and Knowledge



						<p>How to make connections between significant events and individuals of the past (D1)</p> <p>How to compare and contrast (D1)</p> <p>How to devise historically valid questions (D1)</p>	
<b>E: Historical Enquiry</b>	<p>Understanding the world: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present: Talk about the lives of the people around them and their roles in society;</p>	<p><b>I know how to find simple answers to question using stories and other resources (E1)</b></p> <p>Look at what has changed during their lifetime?</p> <p>Know about their family tree and who was in their family before they were born?</p> <p>Know some parts of life were different when their parents, grandparents and great grandparents were alive?</p>	<p><b>I can use various sources to answer questions about the past (E1)</b></p> <p>What sources are (E1)</p> <p>How to use sources (E1)</p> <p><b>I can ask questions about an artefact (E2)</b></p> <p><b>I can consider why things may change over time (E2)</b></p> <p>What an artefact is (E2)</p> <p>How to create appropriate questions on artefacts (E2)</p> <p>That artefacts are from the past (E2)</p>	<p><b>I can use a variety of documents as evidence about the past (E1)</b></p> <p>How to interpret a variety of sources</p> <p>What sources provide the most valuable information for a given topic</p> <p>The significance of the discovery of cave paintings</p> <p>How to use cave paintings an insight to prehistoric life</p> <p>The significance of Ancient Greek pottery and what it represents</p>	<p><b>I can think of a variety of questions (E1)</b></p> <p><b>I can choose relevant sources and artefacts to create a picture of the past (E1)</b></p> <p>What questions are appropriate to ask</p> <p>When sources are relative to the Iroquois (E1)</p> <p>How to pose questions based on artefacts presented to find out information (E1)</p> <p>Primary sources e.g. Bayeux Tapestry</p> <p>In Potions: What questions are appropriate to ask</p> <p>When sources are relative to the history of medicine (E1)</p> <p>How to pose questions based on artefacts presented to find out information (E1)</p> <p>What questions are appropriate to ask</p> <p>When sources are relative to the Anglo Saxons and Vikings (E1)</p> <p>How to pose questions based on artefacts presented to find out information (E1)</p>	<p><b>I know that there is often more than one answer to a question (E1)</b></p> <p><b>I can recognise that there can be more than one answer to historical questions (E1)</b></p> <p>How to effectively conduct research (E1)</p> <p>How to devise historically adequate questions</p> <p>How to explore historical enquiry through observing a range of artefacts.</p> <p>That there may be more than one answer to a historical question (E1)</p> <p>How to communicate more than one answer to historical question (E1)</p> <p><b>Recognise primary and secondary sources (E2)</b></p> <p>To know the differences between primary and secondary sources and what ones are appropriate (E2)</p> <p><b>I can research an ancient civilisation (E3)</b></p> <p><b>I can research topics from the past (E3)</b></p> <p><b>How to research topics about the past (E3)</b></p> <p>How to search appropriate questions about the past (E3)</p>	<p><b>I can investigate lines of enquiry (E1)</b></p> <p><b>I can pose questions for lines of enquiry (E1)</b></p> <p><b>I can collate a variety of sources to create a fluent account of a past event (E1)</b></p> <p>How to ask appropriate enquiry based questions (E1)</p> <p>How to appropriately combine sources to represent the past (E1)</p> <p><b>I can recognise primary and secondary sources (E2)</b></p> <p><b>I can debate the reliability of sources (E2)</b></p> <p>What makes a resource reliable (E2)</p> <ul style="list-style-type: none"> <li>• How to respectfully debate the reliability of sources (E2)</li> <li>• When to use a particular source</li> </ul>

# History Curriculum Key Skills and Knowledge



						How to decide what information is relevant (E3) How to decide what information is reliable (E3)	
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