

History Knowledge and Skills

Core Skills:			
Active Learning	Basic Skills	Creative Thinking	
<ul style="list-style-type: none"> • To seek out and enjoy challenges • To collaborate with others • To show commitment and perseverance • Assess themselves and others 	<ul style="list-style-type: none"> • To speak clearly and convey ideas confidently • To read and communicate ideas in writing efficiently & effectively • To calculate efficiently and apply skills to solve problems • To use new technologies confidently and purposefully 	<ul style="list-style-type: none"> • To ask questions to extend thinking • To generate ideas and explore possibilities • To overcome barriers by trying out alternatives • To connect ideas and experiences in inventive ways 	
Year 1			
Within Living Memory	Lives of Significant people (Year a)	Local History (Year b)	Skills
<ul style="list-style-type: none"> • Know that toys their grandparents played are different to their own. • Organise a number of artefacts by age • Know what a number of older objects were used for • Know the main differences between their school days and that of their grandparents 	<ul style="list-style-type: none"> • Name a famous person from the past and explain why they are famous • Know about a famous person from outside the UK and explain why they are famous. 	<ul style="list-style-type: none"> • Know the name of a famous person or famous place close to where they live • Know how the local area is different to the way it used to be a long time ago. • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys etc.) 	<p><u>Multi-structural</u> Sort artefacts into 'then' and 'now' and begin to order within a short timeframe.</p> <p>Use some common words and phrases to describe the passing of time (before, after, past, present, then, now)</p> <p>Handle and describe some sources of information to find out about the past</p> <p>Explain some of the things that significant people did in the past</p> <hr/> <p><u>Relational</u> Sort artefacts into 'then' and 'now', asking and answering questions to demonstrate their thinking</p> <p>Sequence events and artefacts into chronological order</p> <p>Begin to analyse stories about the past and discuss the difference between fact and fiction.</p> <p>Begin to use a range of sources of information, making appropriate observations about what they have noticed</p> <hr/> <p><u>Extended Abstract</u> Create a timeline using common words and phrases related to the passing of time</p> <p>Reflect on some of the differences between people 'then' and 'now'</p> <p>Develop an understanding of the different ways to represent the past using photos, stories, ICT, drama, art etc.</p> <p>Understand some of the reasons why people did things in the past</p>

Year 2

Beyond living memory	Lives of significant people (Year a)	Local History (Year b)	Skills
<ul style="list-style-type: none"> • Know about an event or events that happened long ago, even before their grandparents were born. • Know what we use today instead of a number of older given artefacts • Know that children's lives today are different to those of children a long time ago 	<ul style="list-style-type: none"> • Name a famous person from the past and explain why they are famous • Know about a famous person from outside the UK and explain why they are famous. 	<ul style="list-style-type: none"> • Know the name of a famous person or famous place close to where they live • Know how the local area is different to the way it used to be a long time ago. <p>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys etc.)</p>	<p><u>Multi-structural</u></p> <p>Order events, photographs and artefacts chronologically</p> <p>Use common words and phrases to describe the passing of time (before, after, past, present, then, now)</p> <p>Handle and describe a range of sources of information to find out about the past</p> <p>Explain some of the reasons why people did things or why events happened</p> <hr/> <p><u>Relational</u></p> <p>Sequence events, photographs and artefacts into chronological order within closer time boundaries</p> <p>Use common words related to time to map the period studied onto a timeline</p> <p>Analyse photographs or pictures of people or events in the past and identify differences in the ways of life.</p> <p>Handle a range of sources of information, asking and answering questions to demonstrate their thinking</p> <hr/> <p><u>Extended Abstract</u></p> <p>Create a timeline using some dates and the vocabulary related to the passing of time</p> <p>Discuss the effectiveness of sources of information</p> <p>Collect and use some relevant material to develop a picture of a past event.</p> <p>Understand some of the different ways the past can be represented</p>

Year 3					
Chronology – Stone Age to 1066	Ancient Greece - Year A	Local History – Year B	Civilisations from 1000 years ago – Year C	Chronology – Stone Age to 1066 Year D	Skills
<ul style="list-style-type: none"> • Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between stone, bronze and iron age • Know what is meant by hunter gatherers. 	<ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics. 	<ul style="list-style-type: none"> • A local study linked to one of the periods of time studied under chronology <p>Or a local study that could extend beyond 1066.</p>	<ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; or Islamic civilization; or the Benin • Know why they were considered an advanced society in relation to that period of time in Europe. 	<ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman Occupation and 1066 • Know that during the Anglo Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. • Use a time line to show when the Anglo-Saxons were in England. Know where the Vikings originated from and show this on a map. • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo Saxons. 	<p>Multi-structural</p> <ul style="list-style-type: none"> • Identify different sources of information to and begin to explain the differences between them • Select and record useful information about events, people and changes • Begin to examine the reasons for and results of the main events and changes <p>Relational</p> <ul style="list-style-type: none"> • Use dates and vocabulary related to the passing of time to map the time studied into a timeline • Analyse a historical source to find out about events, people or places • Use factual knowledge to compare different time periods describing similarities and differences between them • Outline some of the reasons for and results of people's actions <p>Extended Abstract</p> <ul style="list-style-type: none"> • Create a timeline that reflects some of the people, events and changes from the period studied.

Year 4					
Chronology – Stone Age to 1066	Ancient Greece - Year A	Local History – Year B	Civilisations from 1000 years ago – Year C	Chronology – Stone Age to 1066 Year D	Skills
<ul style="list-style-type: none"> • Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British Society. • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor. 	<ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics. 	<ul style="list-style-type: none"> • A local study linked to one of the periods of time studied under chronology. <p>Or a local study that could extend beyond 1066.</p>	<ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; or Islamic civilization; or the Benin • Know why they were considered an advanced society in relation to that period of time in Europe. 	<ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman Occupation and 1066 • Know that during the Anglo Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. • Use a time line to show when the Anglo-Saxons were in England. Know where the Vikings originated from and show this on a map. • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo Saxons. 	<p>Multi-structural</p> <ul style="list-style-type: none"> • Recall and place several events into periods of time on a timeline • Recognise and interpret different sources of information to find out about events, people and changes • Use factual knowledge to describe the similarities and differences between periods of time • Examine the reasons for and results of the main events and changes <hr/> <p>Relational</p> <ul style="list-style-type: none"> • Map events, dates, people and changes into the correct period on a timeline • Analyse different sources of information to find out about events, people and changes • Use factual knowledge to explain the key features of people's lives or key features of events • Summarise the main reasons for and results of historical events, situations and changes <hr/> <p>Extended Abstract</p> <ul style="list-style-type: none"> • Evaluate the usefulness of several sources of information by talking about the advantages and disadvantages of using them. • Use a range of relevant material to develop a picture of a past event. • Elaborate on factual knowledge when describing past societies and periods • Reflect on (and make links between) the reasons for and results of the main changes and events • Understand that aspects of the past can be represented and interpreted in different ways

Year 5					
Ancient Ancients (Approx 3000 years ago)	Ancient Greece - Year A	Local History – Year B	Civilisations from 1000 years ago – Year C	Chronology – Stone Age to 1066 Year D	Skills
<ul style="list-style-type: none"> Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang dynasty 	<ul style="list-style-type: none"> Know some of the main characteristics of the Athenians and the Spartans Know about the influence the gods had on Ancient Greece Know at least five sports from the Ancient Greek Olympics. 	<ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology. <p>Or a local study that could extend beyond 1066.</p>	<ul style="list-style-type: none"> Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; or Islamic civilization; or the Benin Know why they were considered an advanced society in relation to that period of time in Europe. 	<ul style="list-style-type: none"> Know how Britain changed between the end of the Roman Occupation and 1066 Know that during the Anglo Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. Use a time line to show when the Anglo-Saxons were in England. Know where the Vikings originated from and show this on a map. Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons. 	<p>Multi-structural</p> <ul style="list-style-type: none"> Recall and place some relevant dates and events into the correct period on a timeline Begin to recognise and interpret primary and secondary sources to find out about an aspect of the past Use factual knowledge to describe the key features of people’s lives Examine and describe the reasons for historical events, situations and changes in the period studied <p>Relational</p> <ul style="list-style-type: none"> Map the current area of study into the correct period on a timeline and make comparisons between different times. Analyse information from primary and secondary sources to find out about an aspect of the past Use factual knowledge to describe different aspects of people’s lives, making connections between them Summarise the reasons for and results of historical events, situations and changes <p>Extended Abstract</p> <ul style="list-style-type: none"> Evaluate the usefulness of a wide range of primary and secondary sources Use more than one source of information to generalise about an aspect of the past Begin to elaborate on factual knowledge when describing past societies and periods Hypothesise about the reasons for and results of the main changes and events Appreciate that aspects of the past have been represented and interpreted in different ways