



Honesty Empathy Aspiration Respect Teamwork

Knowledge and skills document

HISTORY	
FS1	FS2
<p><u>Knowledge</u> Begin to make sense of their own life story and family's history and know their place within their family Introduce time, including past and present Know and use now, next, then To know that there are differences between artefacts using small world/role play Be aware of the simple history of their family e.g. Grandparents To know that modes of transport are different now than in the past</p> <p><u>Skills</u> (to include: chronology, enquiry and interpretation) Describe the members of their family, to include parents and grandparents. Begin to identify similarities and differences between items from the past and now. Begin to identify the past through stories.</p> <p><u>Vocabulary</u> Yesterday, tomorrow, today, last week, last month, days of the week, new, old, Christmas</p>	<p><u>Knowledge</u> Know the difference between past and present To talk about members of their immediate family and community To know our own family history To know that there are similarities and differences linked to places and artefacts through quality stories, research etc from the past and the present. Know about generations and compare and contract through stories, photos and artefacts etc To know key events e.g. birthdays To begin to know where to find information To be aware in simple terms about local history of places and people e.g. Kolossi castle and Richard the Lionheart <i>To name some of the aircraft on Akrotiri station and know that there have been changes in aircrafts over the years</i> <i>To know that people have travelled to the moon</i></p> <p><u>Skills</u> (to include: chronology, enquiry and interpretation) 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. Talk about the lives of the people around them and their roles in society.</p> <p><u>Vocabulary</u> Family, past, now, present, future, same, different, auntie, uncle, cousin, birthday</p>



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Knowledge and skills document

HISTORY		
FS1	FS2	Y1
<p><u>Knowledge</u></p> <p>Begin to make sense of their own life story and family's history and know their place within their family</p> <p>Introduce time, including past and present</p> <p>Know and use now, next, then</p> <p>To know that there are differences between artefacts using small world/role play</p> <p>Be aware of the simple history of their family e.g. Grandparents</p> <p>To know that modes of transport are different now than in the past</p> <p><u>Skills</u> (to include: chronology, enquiry and interpretation)</p> <p>Describe the members of their family, to include parents and grandparents.</p> <p>Begin to identify similarities and differences between items from the past and now.</p> <p>Begin to identify the past through stories.</p> <p><u>Vocabulary</u></p> <p>Yesterday, tomorrow, today, last week, last month, days of the week, new, old, Christmas</p>	<p><u>Final product</u></p> <p><u>Knowledge</u></p> <p>Know the difference between past and present</p> <p>To talk about members of their immediate family and community</p> <p>To know our own family history</p> <p>To know that there are similarities and differences linked to places and artefacts through quality stories, research etc from the past and the present.</p> <p>Know about generations and compare and contrast through stories, photos and artefacts etc</p> <p>To know key events e.g. birthdays</p> <p>To begin to know where to find information</p> <p>To be aware in simple terms about local history of places and people e.g. Kolossi castle and Richard the Lionheart</p> <p><i>To name some of the aircraft on Akrotiri station and know that there have been changes in aircrafts over the years</i></p> <p><i>To know that people have travelled to the moon</i></p> <p><u>Skills</u> (to include: chronology, enquiry and interpretation)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><u>Vocabulary</u></p> <p>Family, past, now, present, future, same, different, auntie, uncle, cousin, birthday</p>	<p><u>Knowledge</u></p> <p>Pupils should be taught about changes within living memory e.g. <i>Victorian toys comparison to toys now</i>. Where appropriate, these should reveal aspects to change in national life. Life on RAF Akrotiri since 1950</p> <p><u>Skills</u> (to include: chronology, enquiry and interpretation)</p> <p>I can use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young.</p> <p>I can talk about things that happened to me in living memory.</p> <p>I can identify objects from the past and say how I know.</p> <p>I can ask and answer questions about artefacts and pictures from the past.</p> <p>I can give a plausible explanation about what an object was used for in the past.</p> <p><u>Vocabulary</u></p> <p>Me, Siblings, Parent, Grand Parent, Great Grand Parent, Change, Memory & Living Memory, Lifetime, Remember</p> <p><u>Knowledge</u></p> <p>Pupils should be taught about events beyond living memory that are significant nationally, e.g. the Great Fire of London</p> <p><u>Skills</u> (to include: chronology, enquiry and interpretation)</p> <p>I can put a few events, photos or objects in order of when they happened.</p> <p>I can name some things that happened to other people or events beyond living memory.</p> <p>I can recall events from the past from stories that have been read to me.</p> <p>I can use pictures and artefacts to say what was different in the past.</p> <p><u>Vocabulary</u></p> <p>Baker, London, River Thames, diary, witness, embers, fire-hook, fire-break, flammable, St Paul's Cathedral, Pudding Lane, 1666</p>



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Knowledge and skills document

HISTORY		
FS2	Y1	Y2
<p>Knowledge Know the difference between past and present To talk about members of their immediate family and community To know our own family history To know that there are similarities and differences linked to places and artefacts through quality stories, research etc from the past and the present. Know about generations and compare and contrast through stories, photos and artefacts etc To know key events e.g. birthdays To begin to know where to find information To be aware in simple terms about local history of places and people e.g. Kolossi castle and Richard the Lionheart <i>To name some of the aircraft on Akrotiri station and know that there have been changes in aircrafts over the years</i> <i>To know that people have travelled to the moon</i></p> <p>Skills (to include: chronology, enquiry and interpretation) 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. Talk about the lives of the people around them and their roles in society. Vocabulary Family, past, now, present, future, same, different, auntie, uncle, cousin, birthday</p>	<p>Final product Knowledge Pupils should be taught about changes within living memory <i>e.g. Victorian toys comparison to toys now</i>. Where appropriate, these should reveal aspects to change in national life. Life on RAF Akrotiri since 1950 Skills (to include: chronology, enquiry and interpretation) <i>I can use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young.</i> <i>I can talk about things that happened to me in living memory.</i> <i>I can identify objects from the past and say how I know.</i> <i>I can ask and answer questions about artefacts and pictures from the past.</i> <i>I can give a plausible explanation about what an object was used for in the past.</i> Vocabulary Me, Siblings, Parent, Grand Parent, Great Grand Parent, Change, Memory & Living Memory, Lifetime, Remember</p> <p>Final product Knowledge Pupils should be taught about events beyond living memory that are significant nationally, <i>e.g. the Great Fire of London</i> Skills (to include: chronology, enquiry and interpretation) <i>I can put a few events, photos or objects in order of when they happened.</i> <i>I can name some things that happened to other people or events beyond living memory.</i> <i>I can recall events from the past from stories that have been read to me.</i> <i>I can use pictures and artefacts to say what was different in the past.</i> Vocabulary Baker, London, River Thames, diary, witness, embers, fire-hook, fire-break, flammable, St Paul's Cathedral, Pudding Lane, 1666</p>	<p>Knowledge Pupils should be taught about significant historical events, people and places in their own locality <i>e.g. Monarchy including Kolossi</i></p> <p>Skills (to include: chronology, enquiry and interpretation) I can order events and people I have studied using a simple timeline. I can make comparisons between some aspects of life in different time periods. I can identify some of the ways we find out about the past and know that some are more reliable than others I can ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory). Vocabulary King Charles, Queen, Queen Elizabeth, Elizabethans, Queen Victoria, Victorians, Reign, Monarch, Royal, United Kingdom, Prince Albert, Victorian times, Achievements, Changes, Contributions, Succeed/succession, King Richard, Kolossi</p> <p>Knowledge Pupils should be taught about 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 <i>e.g. Captain Scott & Elizabeth II</i></p> <p>Skills (to include: chronology, enquiry and interpretation) I can give reasons for the order of events or people using vocabulary relating to the passing of time. I can give reasons for the order of events or people using vocabulary relating to the passing of time. I can make comparisons between some aspects of life in different time periods. I can suggest why people acted as they did. I can use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts Vocabulary Exploration, Discovery, Unknown, Sailor, Captain, Location, Travelled, Antarctica, South Pole, achievements</p>



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Knowledge and skills document

HISTORY		
Y1	Y2	Y3
<p><u>Knowledge</u> Pupils should be taught about changes within living memory e.g. <i>Victorian toys comparison to toys now</i>. Where appropriate, these should reveal aspects to change in national life.</p> <p><u>Skills</u> (to include: chronology, enquiry and interpretation) I can use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young. I can talk about things that happened to me in living memory. I can identify objects from the past and say how I know. I can ask and answer questions about artefacts and pictures from the past. I can give a plausible explanation about what an object was used for in the past.</p> <p><u>Vocabulary</u> Me, Siblings, Parent, Grand Parent, Great Grand Parent, Change, Memory & Living Memory, Lifetime, Remember</p>	<p><u>Final product</u> <u>Knowledge</u> Pupils should be taught about significant historical events, people and places in their own locality e.g. Monarchy including Kolossi</p> <p><u>Skills</u> (to include: chronology, enquiry and interpretation) I can order events and people I have studied using a simple timeline. I can make comparisons between some aspects of life in different time periods. I can identify some of the ways we find out about the past and know that some are more reliable than others I can ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory).</p> <p><u>Vocabulary</u> King Charles, Queen, Queen Elizabeth, Elizabethans, Queen Victoria, Victorians, Reign, Monarch, Royal, United Kingdom, Prince Albert, Victorian times, Achievements, Changes, Contributions, Succeed/succession, King Richard, Kolossi</p>	<p><u>Knowledge</u> Changes in Britain from the Stone Age to the Iron Age. <i>This could include:</i></p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture <p><u>Skills</u> (to include: chronology, enquiry and interpretation) I can describe events and periods of time using the words; BC, AD, century, ancient. I can order the periods I am studying on a timeline and compare to events I already know about. I can explain how events from the past have shaped our lives today. I can ask historical questions based on evidence</p> <p><u>Vocabulary</u> Ancestors, Neolithic, Palaeolithic, Settlement, Britons, Druid, Tribe, Tribal, Hunter gatherers, Bronze/iron/stone age, Skara Brae, Hillfort, Conquest, Briton, Emperor, Hadrian, Stonehenge</p>
<p><u>Knowledge</u> Pupils should be taught about events beyond living memory that are significant nationally, e.g. <i>the Great Fire of London</i></p> <p><u>Skills</u> (to include: chronology, enquiry and interpretation) I can put a few events, photos or objects in order of when they happened. I can name some things that happened to other people or events beyond living memory. I can recall events from the past from stories that have been read to me. I can use pictures and artefacts to say what was different in the past.</p> <p><u>Vocabulary</u> Baker, London, River Thames, diary, witness, embers, fire-hook, fire-break, flammable, St Paul's Cathedral, Pudding Lane, 1666</p>	<p><u>Final product</u> <u>Knowledge</u> Pupils should be taught about 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 e.g. Captain Scott & Elizabeth II</p> <p><u>Skills</u> (to include: chronology, enquiry and interpretation) I can give reasons for the order of events or people using vocabulary relating to the passing of time. I can give reasons for the order of events or people using vocabulary relating to the passing of time. I can make comparisons between some aspects of life in different time periods. I can suggest why people acted as they did. I can use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts</p> <p><u>Vocabulary</u> Exploration, Discovery, Unknown, Sailor, Captain, Location, Travelled, Antarctica, South Pole, achievements</p>	<p><u>Knowledge</u> The Roman Empire and its impact of Britain. <i>This could include:</i> <i>Julius Caesar's attempted invasion in 55-54 BC</i> <i>The Roman Empire by AD 42 and the power of its army</i> <i>Successful invasion by Claudius and conquest, including Hadrian's Wall</i> <i>British resistance e.g. Boudica</i> <i>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></p> <p><u>Skills</u> (to include: chronology, enquiry and interpretation) I can use a timeline to order events and significant people for the period of time I am studying. I can say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past. I can say what is similar and different about two different accounts of the same event, and how this can affect our understanding of history. I can use more than one source to collect evidence about the past e.g. photographs, written accounts, artefacts.</p> <p><u>Vocabulary</u> Rome Empire Achievement Invasion Rise Fall Julius Caesar Coliseum Barbarian Emperor Chariot Gladiator Ager Aqueduct Londinium Hadrian's Wall Boudica</p>



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Knowledge and skills document

HISTORY		
Y2	Y3	Y4
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<p>Knowledge Pupils should be taught about 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 e.g. <i>Captain Scott & Elizabeth II</i></p> <p>Skills (to include: chronology, enquiry and interpretation) I can give reasons for the order of events or people using vocabulary relating to the passing of time. I can give reasons for the order of events or people using vocabulary relating to the passing of time. I can make comparisons between some aspects of life in different time periods. I can suggest why people acted as they did. I can use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts Vocabulary Exploration, Discovery, Unknown, Sailor, Captain, Location, Travelled, Antarctica, South Pole, achievements</p>	<p>Final product Knowledge The Roman Empire and its impact of Britain. <i>This could include:</i> <i>Julius Caesar's attempted invasion in 55-54 BC</i> <i>The Roman Empire by AD 42 and the power of its army</i> <i>Successful invasion by Claudius and conquest, including Hadrian's Wall</i> <i>British resistance e.g. Boudica</i> <i>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i> Skills (to include: chronology, enquiry and interpretation) I can use a timeline to order events and significant people for the period of time I am studying. I can say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past. I can say what is similar and different about two different accounts of the same event, and how this can affect our understanding of history. I can use more than one source to collect evidence about the past e.g. photographs, written accounts, artefacts. Vocabulary Rome Empire Achievement Invasion Rise Fall Julius Caesar Coliseum Barbarian Emperor Chariot Gladiator Ager Aqueduct Londinium Hadrian's Wall Boudica</p>	<p>Knowledge The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: •Viking raids and invasion •Resistance by Alfred the Great and Athelstan, first King of England •Further Viking invasions and Danegeld •Anglo-Saxon laws and justice •Edward the Confessor and his death in 1066</p> <p>Skills (to include: chronology, enquiry and interpretation) I can use a timeline to order events and significant people for the period of time I am studying I can use chronology to explain how an aspect of life has changed over more than one historical era. I can suggest the causes of key events and changes in the time periods I am studying. I can use evidence to describe and explain the way of life for different people e.g. rich and poor I can lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner. Vocabulary Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw Conquer Invader Raids Vicious Norse</p>



Honesty Empathy Aspiration Respect Teamwork

Knowledge and skills document

HISTORY

Y3

Y4

Y5

Knowledge
Changes in Britain from the Stone Age to the Iron Age.
This could include:
Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
Bronze Age religion, technology and travel e.g. Stonehenge
Iron Age hill forts: tribal kingdoms, farming, art and culture
Skills (to include: chronology, enquiry and interpretation)
I can describe events and periods of time using the words; BC, AD, century, ancient.
I can order the periods I am studying on a timeline and compare to events I already know about.
I can explain how events from the past have shaped our lives today.
I can ask historical questions based on evidence
Vocabulary
Ancestors, Neolithic, Palaeolithic, Settlement, Britons, Druid, Tribe, Tribal, Hunter gatherers, Bronze/iron/stone age, Skara Brae, Hillfort, Conquest, Briton, Emperor, Hadrian, Stonehenge

Knowledge
The Roman Empire and its impact of Britain. This could include:
Julius Caesar's attempted invasion in 55-54 BC
The Roman Empire by AD 42 and the power of its army
Successful invasion by Claudius and conquest, including Hadrian's Wall
British resistance e.g. Boudica
'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Skills (to include: chronology, enquiry and interpretation)
I can use a timeline to order events and significant people for the period of time I am studying.
I can say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past.
I can say what is similar and different about two different accounts of the same event, and how this can affect our understanding of history.
I can use more than one source to collect evidence about the past e.g. photographs, written accounts, artefacts.
Vocabulary
Rome Empire Achievement Invasion Rise Fall Julius Caesar Coliseum Barbarian Emperor Chariot Gladiator Ager Aqueduct Londinium Hadrian's Wall Boudica

Final product
Knowledge
Britain's settlement by Anglo-Saxons and Scots.
This could include:
•Roman withdrawal from Britain in AD 410 and the fall of the western Roman Empire
•Scots invasions from Ireland to north Britain (now Scotland)
•Anglo-Saxon invasions, settlements and kingdoms: place names and village life
•Anglo-Saxon art and culture
•Christian conversation – Canterbury, Iona and Lindisfarne
Skills (to include: chronology, enquiry and interpretation)
I can place periods of history on a timeline showing periods of time.
I can suggest why certain events happened or people acted as they did in history.
I can explain some similarities and differences between people, events and artefacts from the past and explain the significance of these.
I can collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past.
Vocabulary
Settlement Gaelic Long ships Scots - Dal Raita Mesolithic King Arthur Invasion Conquest Raiding Wessex Kingdoms/Shires Thane Sutton Hoo Mercia Kent East – Anglia Northumbria

Final product
Knowledge
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
This could include:
•Viking raids and invasion
•Resistance by Alfred the Great and Athelstan, first King of England
•Further Viking invasions and Danegeld
•Anglo-Saxon laws and justice
•Edward the Confessor and his death in 1066
Skills (to include: chronology, enquiry and interpretation)
I can use a timeline to order events and significant people for the period of time I am studying
I can use chronology to explain how an aspect of life has changed over more than one historical era.
I can suggest the causes of key events and changes in the time periods I am studying.
I can use evidence to describe and explain the way of life for different people e.g. rich and poor
I can lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner.
Vocabulary
Longship Jlonghouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw Conquer Invader Raids Vicious Norse

Knowledge
A local history study e.g. Richard the Lionheart
This could include:
•A depth study linked to one of the British areas of study
•A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
•A study of an aspect of history or a site dating beyond 1066 that is significant in the locality
Skills (to include: chronology, enquiry and interpretation)
I can use chronological skills to show when places developed and how life has changed in the local area
I can use historical sources to understand bias/contrasting arguments.
I can make comparisons between different events in history; explaining things that have changed and things that have stayed the same. I can explain why this might have happened using evidence.
I can ask and answer questions about continuity and change, causes and consequences, similarities and differences and significance.
Vocabulary
Worship Celebration Cultural Religious Economic Influential Richard the Lionheart Berengaria of Navarre Limassol castle Templars
Knowledge The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of **Ancient Egypt**
Skills (to include: chronology, enquiry and interpretation)
I can draw timelines to show a range of information e.g. periods of history, events, significant people.
I can explain with clear reasons why there may be different accounts of history
I can decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor
I can use artefacts to pose questions/hypothesis, which I back up using other sources.
I can use a range of primary and secondary evidence.
Vocabulary
Civilisation Empire Pharaoh Pyramid Tomb Sarcophagus Mythology Nile Mummy Hieroglyphics Monument Papyrus Archaeologist Tutankhamen
Knowledge
A non-European society that provides contrasts with British history –
one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 (No Tudors)
Skills (to include: chronology, enquiry and interpretation)
I can use a timeline to compare periods of history that I have studied so far
I can explain how events in history are significant in British and World history.
I can lead my own enquiry into an aspect of British or World history and present my findings in a range of ways.
Vocabulary
Haab' calendric Chichen Itza Cocoa Pyramid Hieroglyphics Stele (stela) monument Tzolkin Spiel Mexico Guatemala Calendars Civilisation

Curriculum Drivers

Personal: our world – context – society
Originality: oracy – adventure – risk – aspiration – creativity
Well-being: mental and physical - meta cognitive – learning powers
Environment and Nature: environment – sustainability
Real: here and now – current affairs - topical

Learning history is opening a door on the past, so you can understand the present and make decisions about the future.



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HISTORY

Y4

Knowledge Britain's settlement by Anglo-Saxons and Scots. This could include:

- Roman withdrawal from Britain in AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversation – Canterbury, Iona and Lindisfarne

Skills (to include: chronology, enquiry and interpretation)
I can place periods of history on a timeline showing periods of time.
I can suggest why certain events happened or people acted as they did in history.
I can explain some similarities and differences between people, events and artefacts from the past and explain the significance of these.
I can collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past.

Vocabulary Settlement Gaelic Long ships Scots - Dal Raita Mesolithic King Arthur Invasion Conquest Raiding Wessex Kingdoms/Shires Thane Sutton Hoo Mercia Kent East – Anglia Northumbria

Knowledge The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:

- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first King of England
- Further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Skills (to include: chronology, enquiry and interpretation)
I can use a timeline to order events and significant people for the period of time I am studying
I can use chronology to explain how an aspect of life has changed over more than one historical era.
I can suggest the causes of key events and changes in the time periods I am studying.
I can use evidence to describe and explain the way of life for different people e.g. rich and poor
I can lead my own historical enquiry into an important historical person or event and present my findings in a clear and succinct manner.

Vocabulary Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw Conquer Invader Raids Vicious Norse

Y5

Final product
Knowledge A local history study e.g. Richard the Lionheart
This could include:

- A depth study linked to one of the British areas of study
- A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- A study of an aspect of history or a site dating beyond 1066 that is significant in the locality

Skills (to include: chronology, enquiry and interpretation)
I can use chronological skills to show when places developed and how life has changed in the local area
I can use historical sources to understand bias/contrasting arguments.
I can make comparisons between different events in history; explaining things that have changed and things that have stayed the same. I can explain why this might have happened using evidence.
I can ask and answer questions about continuity and change, causes and consequences, similarities and differences and significance.

Vocabulary
Worship Celebration Cultural Religious Economic Influential Richard the Lionheart Berengaria of Navarre Limassol castle

Templars

Final product
Knowledge The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of **Ancient Egypt**
Skills (to include: chronology, enquiry and interpretation)
I can draw timelines to show a range of information e.g. periods of history, events, significant people.
I can explain with clear reasons why there may be different accounts of history
I can decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor
I can use artefacts to pose questions/hypothesis, which I back up using other sources.
I can use a range of primary and secondary evidence.

Vocabulary
Civilisation Empire Pharaoh Pyramid Tomb Sarcophagus Mythology Nile Mummy Hieroglyphics Monument Papyrus Archaeologist Tutankhamen

Final product
Knowledge A non-European society that provides contrasts with British history –
one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 (No Tudors)
Skills (to include: chronology, enquiry and interpretation)
I can use a timeline to compare periods of history that I have studied so far
I can explain how events in history are significant in British and World history.
I can lead my own enquiry into an aspect of British or World history and present my findings in a range of ways.

Vocabulary
Haab' calendric Chichen Itza Cacao Pyramid Hieroglyphics Stele (stela) monument Tzolk'in Spiel Mexico Guatemala Calendars Civilisation

Y6

Knowledge
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
This could include:
A significant turning point in British history, for example, the Battle of Britain / WWII
Skills (to include: chronology, enquiry and interpretation)
I can lead my own enquiry into an aspect of World history and present my findings in a range of ways.
I can summarise the main events from a specific period in history, explaining the order in which they happened.
I can evaluate evidence to choose which is the most reliable form.
I can explain how people have points of view and this can affect their interpretation of the past.
I can use a timeline and dates to demonstrate changes and developments in aspects of life over time.

Vocabulary
Axis Allies Nazi Evacuation Evacuee Power Blitz Holocaust Luftwaffe Refugees Kindertransport Economic Cultural Religious Persecution

Knowledge
Ancient Greece – a study of Greek life and achievements and their influence on the western world
Skills (to include: chronology, enquiry and interpretation)
I can give more than one reason to support an historical argument.
I can confidently use a range of sources of evidence.
I can explain how significant events have helped shape the country we have today.
I can use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Victorians, Modern Day to place events in the right place.

Vocabulary
Democracy Olympic games Philosopher Sparta Greece Spartans Athens Athenians Persia Alpha Beta Gamma Delta Alexander the Great Empire Achievement Gods (Zeus, Apollo etc)



Honesty Empathy Aspiration Respect Teamwork

Knowledge and skills document

HISTORY	
Y5	Y6
<p><u>Knowledge</u> A local history study e.g. Richard the Lionheart This could include:</p> <ul style="list-style-type: none"> •A depth study linked to one of the British areas of study •A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) •A study of an aspect of history or a site dating beyond 1066 that is significant in the locality <p><u>Skills</u> (to include: chronology, enquiry and interpretation) I can use chronological skills to show when places developed and how life has changed in the local area I can use historical sources to understand bias/contrasting arguments. I can make comparisons between different events in history; explaining things that have changed and things that have stayed the same. I can explain why this might have happened using evidence. I can ask and answer questions about continuity and change, causes and consequences, similarities and differences and significance.</p> <p><u>Vocabulary</u> Worship Celebration Cultural Religious Economic Influential Richard the Lionheart Berengaria of Navarre Limassol castle Templars</p> <p><u>Knowledge</u> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of <i>Ancient Egypt</i> <u>Skills</u> (to include: chronology, enquiry and interpretation) I can draw timelines to show a range of information e.g. periods of history, events, significant people. I can explain with clear reasons why there may be different accounts of history I can decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor I can use artefacts to pose questions/hypothesis, which I back up using other sources. I can use a range of primary and secondary evidence.</p> <p><u>Vocabulary</u> Civilisation Empire Pharaoh Pyramid Tomb Sarcophagus Mythology Nile Mummy Hieroglyphics Monument Papyrus Archaeologist Tutankhamen</p> <p><u>Knowledge</u> A non-European society that provides contrasts with British history – <i>one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 (No Tudors)</i> <u>Skills</u> (to include: chronology, enquiry and interpretation) I can use a timeline to compare periods of history that I have studied so far I can explain how events in history are significant in British and World history. I can lead my own enquiry into an aspect of British or World history and present my findings in a range of ways.</p> <p><u>Vocabulary</u> Haab' calendric Chichen Itza Cocoa Pyramid Hieroglyphics Stele (stela) monument Tzolkin Spiel Mexico Guatemala Calendars Civilisation</p>	<p><u>Final product</u> <u>Knowledge</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 This could include: A significant turning point in British history, for example, the Battle of Britain / WWII <u>Skills</u> (to include: chronology, enquiry and interpretation) I can lead my own enquiry into an aspect of World history and present my findings in a range of ways. I can summarise the main events from a specific period in history, explaining the order in which they happened. I can evaluate evidence to choose which is the most reliable form. I can explain how people have points of view and this can affect their interpretation of the past. I can use a timeline and dates to demonstrate changes and developments in aspects of life over time.</p> <p><u>Vocabulary</u> Axis Allies Nazi Evacuation Evacuee Power Blitz Holocaust Luftwaffe Refugees Kindertransport Economic Cultural Religious Persecution</p> <p><u>Final product</u> <u>Knowledge</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world <u>Skills</u> (to include: chronology, enquiry and interpretation) I can give more than one reason to support an historical argument. I can confidently use a range of sources of evidence. I can explain how significant events have helped shape the country we have today. I can use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Victorians, Modern Day to place events in the right place.</p> <p><u>Vocabulary</u> Democracy Olympic games Philosopher Sparta Greece Spartans Athens Athenians Persia Alpha Beta Gamma Delta Alexander the Great Empire Achievement Gods (Zeus, Apollo etc)</p>