

# Knowledge, Skills and Understanding for History

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>History of these Islands</b>	<i>Knowledge</i>	<b>Celebrations and festivals</b> +Birthdays +Bonfire Night +Harvest Festival +Autumn +Halloween +Christmas +Easter +Weddings	<b>'Super Heroes'</b> Florence Seacole Cavell  What positive impact did all of these have on Britain?	<b>Great Fire Plague</b> <b>Resistance- Fawkes</b>	<b>Britain from the Stone Age to Iron Age</b> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• beliefs</li> </ul>	<b>Early invaders and settlers-</b> Romans <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul>	<b>Later Invaders and Settlers-</b> Anglo Saxons , Vikings, Scots <ul style="list-style-type: none"> <li>• society,</li> <li>• beliefs</li> <li>• conflict</li> </ul> +Push and pull factors for groups leaving and coming to the UK.	<b>Invaders and settlers-</b> World War 2  +Armed forces- role of the Navy +Britain as an island nation +Effects/impacts of conflict +Civilian mobilisation e.g food production, Land Girls, Land Army
	<i>Knowledge</i>	<b>Celebrations and Festivals (above) around the world</b> +Diwali + Chinese New Year + Ghanaian Baptism  + Eid (cohort dependent)	<b>World Wars- Cavell</b> <b>Crimean War-</b> Nightingale	<b>Ancient Greeks- CREATE Term</b> Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history	<b>Shang</b> -Chronology - Key features and information -Social history of dynasty	<b>Maya Study- EXPLORE Term 4 lessons</b> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• beliefs- stars, Chichin Itza</li> </ul>	<b>European invaders and settlers</b>  +Push and pull factors for groups leaving and coming to the UK.	<b>World War 2</b>  +Japanese and American involvement. +European continental front element
<b>Chronology</b>	<i>Knowledge</i>	Past Present Now Then Today/yesterday/tomorrow Last week At the weekend Bigger numbers- "hundreds and thousands of years ago"	Nightingale Seacole Cavell Crimean War Queen Victoria Past and present monarchs	Guy Fawkes- Gunpowder Plot (1605) Great Plague (1665) Great Fire of London (1666) King James I	Shang Stone Age (12000-2000BCE) Bronze Age (2500-500BCE) Iron Age (500BCE-400CE)	Romans 1 <sup>st</sup> failed attempt 55BCE Claudius- 43CE  Boudicca (60-61CE)  Fall of Rome (383CE)	Vikings (700CE-1066) Anglo Saxons (400CE-1066) Lindisfarne Invasion (793CE) Battle of Hastings	World War 2 (September 3 <sup>rd</sup> 1939- 2 <sup>nd</sup> September) VE Day (8 <sup>th</sup> May 1945) Operation Dynamo (26 <sup>th</sup> May-4 <sup>th</sup> June 1940) Hiroshima (6 <sup>th</sup> August 1945) Nagasaki (9 <sup>th</sup> August 1945)
	<i>Skills</i>	Children are able to talk about things that they did today and then moving to what they did yesterday / at the weekend.	Children can order key events and successes in the life of key individuals (above) in relevant order.	Children will begin to know the specific dates of different events and be able to order them on a timeline.	Children will be able to show that they can order events chronologically, including some understanding of how to do this BCE/BC.	Children will be able to show that they can order events chronologically, including good understanding of how to do this BCE/BC and later into CE/AD.	Children will be able to ever more confidently place dates (both BCE and CE) on a timeline and be able to remember and recall key dates.  Children will understand that some periods in history overlap and will be able to accurately show these on a timeline.	

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		<p>Children begin to talk about events in their immediate past.</p> <p>Children are able to sequence events from stories, their day.</p>				<p>Children will know that after the year 0 is 1CE/AD and one year before is 1BC/BCE.</p>	<p>Year 6 will be able to do this in more detail (e.g days and months). They will be able to construct their own timelines to show this.</p>	
<b>Continuity , Change, Similarity and Difference</b>	<i>Knowledge</i>	<p>Children know similarities and differences between things in the past and now.</p> <p>+How have I grown up/changed?. Journey from baby to now.</p> <p>+Birthdays</p> <p>+Recognising people from the past- Kandinski and Van Gogh.</p> <p>+Stories from the past- Nativity Story, Gunpowder Plot, Martin Luther (link to Christmas Tree lights), Rama and Sita</p>	<p>Significant individuals- Cavell, Seacole and Nightingale.</p> <p>What are the similarities and differences between them? How are their stories different?</p> <p>Examples of modern day heroes</p> <p>What are the similarities and differences between 'Super Heroes' of the past and present?</p> <p>Cavell-WW1 Seacole, Nightingale-Crimean War</p> <p>Comparing the experiences of Seacole (black woman) and the others.</p>	<p>Changes in history that have impacted today- buildings and materials after GFL 1666, emergency services.</p> <p>Know how the Great Plague has led to advancement of medical practices.</p> <p>Understand how the Plague has spread and what people thought about it.</p>	<p>How has Britain changed from the Stone Age to Iron Age.</p> <p>Progression through Stone, Bronze, Iron Age</p> <p>How early Britains have communicated differently.</p> <p>Different social structures within different periods of history.</p> <p>Use of rudimentary tools for building, forging, making jewellery, cooking</p>	<p>Exploring the continuity and changes within Britain and the local area. (Native Britains and how it changes when the Romans arrive):</p> <p>+Housing and different types, inc Celtic roundhouse</p> <p>+Daily life</p> <p>+Conflict- Why the Romans invaded, resistance?</p> <p>+Social hierarchy within groups and tribes.</p> <p>What was life like after the Romans left? - Romano-British Culture. Lasting and significant impact after departure of Roman Army.</p> <p><b>Chronological progression to year 5</b></p>	<p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> <li>society- structure within the Anglo Saxons</li> <li>beliefs- paganism, early Christianity (Anglo Saxons), Lindisfarne invasion</li> <li>conflict- against and within (1066)</li> </ul> <p>Children are able to use knowledge to discuss the similarities and differences between these two civilisations and what life was like in Britain at the time.</p> <p>Why was the Norman invasion successful in 1066?</p>	<p>What are the reasons for invasion in the modern times and comparing them to previous learned:</p> <p>territorial, beliefs, ideological, resources</p> <p>How was life different for children during WW2?- Kindertransport, Anne Frank. Compare to children of the past and today.</p> <p>Change to conflict over time- modern equipment, tactics (Blitz), conscription, Operation Dynamo, shelters</p> <p>Use of propaganda- what is it? Why is it used? Was it successful?. E.g Land Army, role of the Royal Family, role of women</p>

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<b>Skills</b>		Identify that some things within living memory have changed and some things have stayed the same - growing up, changing teachers/classrooms etc. Children draw upon their own experiences and what has been read in class.	Using different sources to identify that some things within living memory have changed and some things have stayed the same - self, professions, school. Starting to identify reasons for this.	Identifying that changes have happened in history that can impact on today  Identifying that there are reasons for continuities and changes and stating some of these  Identifying that continuity or change can be a good thing or a bad thing	Identifying that changes throughout history have had important consequences - technological advancement (rudimentary tools, record keeping) buildings and their uses, social history, beliefs  Comparing the similarities and differences between two historical periods- Shang and Stone Age Britain	Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul> Identifying the continuity and changes to the local area.	Identifying and being able to explain the continuity and change throughout Anglo-Saxon and Viking Britain through comparison of: <ul style="list-style-type: none"> <li>• society,</li> <li>• beliefs</li> <li>• conflict</li> </ul> Children can discuss the reasons for the successes and failings of each society.	Children are able to compare and contrast reasons for invasion in the modern times and how that is similar or different from previous historical periods studied.  Children are able to use knowledge to compare and contrast how conflict has changed over a period of time and compare this to previous battles learnt.  Children can analyse different historical sources in detail to make evaluations about different events and draw conclusions from them, whilst discussing their validity.
<b>Cause and consequence</b>	<b>Knowledge</b>		Seacole, Cavell and Nightingale became well known for their philanthropic efforts in medicine/care.	Gunpowder Plot - Identify cause of 'resistance'/conflict between protestant and catholic groups and be able to state that the plot was a consequence.  Great fire of London - Discuss the factors that led to the extent of the damage/spread of the fire.	What were the success of the different ages that helped ensure their longevity?- tools and technology, social dynamic and hierarchy, communication (early language)  What were the successes of the Stone Age- Iron Age and Bronze Age- tools, buildings (Stonehenge, houses and villages), fire, clothing, early farming and subsistence	The rise and fall of Rome. Identifying why the Roman empire became so powerful and why it 'fell'.  +Army +Social structure +Size of empire +Language and communication +Attraction of the Empire +Culture  -Too large -Factional -Infighting	Push and pull factors for groups leaving and coming to the UK. Why did people come/leave? +Transport +Resources +Environment +Empire expansion +Culture and religion  Why did the Anglo Saxons and Vikings end? +William of Normandy +Break-up of the Britain into regions. +Weak and multiple rulers +Movement into Christianity	The roots of WW2 being in the sanctions of World War 1 (reparations, ideological differences)  How can an historical ideology have a specific consequence and what is its effect on society?- Fascism (e.g Hitler)

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Significance and Interpretation	Skills		Being able to identify the reasons why these people may have become well know.	Identify the connections between the cause of an event and be able to state the consequences it had - "(event) happened because..."	Children can better identify the causes of an event and how it has a direct impact on the consequences.	Identifying the primary factors that led to an event of change and be able to discuss their importance.	Identify and explain the multiple factors that led to an event of change and be able to discuss and order their importance. Children can talk about the impact of consequences on society.	Children are able to identify and argue the primary cause of an event from a plethora of possible choices. Children will explore how an event has a wide and far-reaching multitude of impacts- both positive and negative.
	Knowledge	Children know the important members of their immediate 'circle' and can talk about how they are the same and different. +What do they do?	Significant individuals- Cavell, Seacole and Nightingale. What are the similarities and differences between them? How are their stories different?  Examples of modern day heroes. Why are they important? Who are they important for?  Why is it important to have heroes? What do they do?  How might different people that achieve the same thing be treated differently?	Why were the gunpowder plotters significant in the wider context?  What is the significance of key events on the local, national and international area?- Great Plague in national and international context. Great Fire in a local (London) and national context.  What did people at the time think? Why it was happening? Why was it important?-Samuel Pepys Diary	What were the significance of technological advances and what do they tell us? (tools-farming, weapons, food, making things)  What does the discovery of cave paintings tell us about the prehistoric eras?  What do discovered historical artefacts tell us about life during these historical periods?- Shang was a culturally active civilisation. Jewellery and art tells us of the importance of status.  What do buried objects tell us about a person/people?	Different historical sources point to different reasons for the success and failings of the Roman Empire, with differing significance.  Sources tell us that there are different interpretations and opinions on Boudicca, with varying opinions on her successes. Focussing on use of secondary sources- Horrible Histories	The importance of the Cross (Anglo Saxon) and the Raven (Viking) to their respective groups.  What is the importance of the longship to the Viking people- transport, battle, symbol of strength  What are the most significant reasons for the successes and failings of the Vikings/ Anglo Saxons?  Why were different sources created during these periods and for what reasons?- Chronicles  What do buried objects tell us about a group of people?- Sutton Hoo Viking ship- <b>PROGRESSION FROM YEAR 3</b>	What is the significance of the impacts resulting from WW2- reparations, ideology. What does this mean?  What were the significant and less significant impacts of WW2 on a wider variety of variables?  What is the significance of propaganda during WW2 and why was it used?- Land Army, Farming, Make do and Mend, Loose Lips Sink Ships  What is the importance US intervention in WW2- Atomic bombs, soldiers

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Historical enquiry	Skills	Understanding that some events and people from history are important because they have achieved something or had an effect	<p>Formulating opinions on key individuals, both locally (Cavell) and nationally after analysing different sources.</p> <p>Understanding that some events and people from history are important because they have achieved something or had an effect.</p>	<p>Identifying why certain people/events are significant in the wider context of history and their impact on the rest of the world etc.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally.</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>Use sources to identify why Boudicca is such a significant individual for both British and Roman British history.</p> <p>Identify why interpretation of different sources is critical to our understanding of someone/group from the past.</p> <p>What is the difference between a primary and secondary source?</p>	What can we learn from a primary and secondary source? Start to think about which is more useful. Why? When? In what situation? What is the purpose behind those sources? What is bias? What is propaganda?	
		Starting to ask simple questions about people or events from within living memory	<p>What makes Edith Cavell, Florence Nightingale and Mary Seacole 'Super Heroes'?</p> <p>Guided enquiry using knowledge from topic</p>	<p>What were the impacts of the Great Plague, Great Fire of London and the actions of Guy Fawkes on society?</p> <p>Guided enquiry using knowledge from topic</p> <p>Making semi-independent decisions and using evidence provided to justify</p>	<p>Shang- How is the Shang period different to Stone Age Britain?</p> <p>What are the differences between the Iron, Bronze and Stone Ages?</p> <p>Small independent enquiry using pre-selected primary and secondary sources</p> <p>Begin to make independent decisions and use evidence to justify</p>	<p>How much did the Romans really impact Britain?</p> <p>Independent enquiry using a range of primary and secondary sources</p> <p>Make independent decisions and using evidence to justify</p>	<p>Which group was more successful-Anglo Saxons or Vikings?</p> <p>Independent enquiry on the impact of the Vikings and Anglo Saxons.</p> <p>Independent selection of sources to provide evidence</p> <p>Making independent decisions using a range of evidence to justify</p>	<p>World War II- When, why and why changed forever?</p> <p>Independent selection of sources, arguments and evidence to justify opinion</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>