



Greenbank Primary School

History Key Skills

Y1 - Y6

Updated February 2021





History in Year 1



1. Can they put up to three objects in chronological order (recent history)?

2. Can they use words and phrases like: old, new and a long time ago?



3. Can they tell me about things that happened when they were little and how things have changed since they were born?



4. Can they recognise and retell stories that are read to them may have happened a long time ago?



5. Do they know that some objects belonged to the past?



6. Can they identify and ask and answer questions about old and new objects (artefacts/photographs)?



7. Can they give a plausible explanation about what an object was used for in the past?



8. Do they appreciate that some famous people have helped our lives be better today?



9. Do they understand that we have a queen who rules us and that Britain has a queen or king for many years?



Ourselves



Heroes and Villains

Toys - living





History in Year 2



1. Can they use words and phrases like: before I was born, when I was younger?



2. Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their...



3. Can they use words like 'past' and 'present' accurately?



4. Can they use a range of appropriate words and phrases to describe the past?



5. Can they sequence a set of events in chronological order and give reasons for their order?

6. Can they find out something about the past by talking to an older person?



7. Can they answer questions by using a specific source, such as an information book?



8. Can they research the life on a famous Briton from the past using different resources to help them?



9. Can they research about a famous event that happened in Britain and why it has been happening for some time?



London Burning



Our local area

Study of significant individuals





KEY STAGE 1



- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant to nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.





History Year 3



1. Can they describe events and periods using the words: BC, AD, decade century and ancient?

2. Can they describe events from the past using dates when things happened?



3. Can they use a timeline within a specific time in history to set out the order things may have happened?



4. Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?



5. Can they begin to picture what life would have been like for the early settlers?



6. Can they recognise that Britain has been invaded by several different groups over time?



7. Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?



8. Can they suggest why certain events happened as they did in history and why certain people acted in the way that they did?



9. Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?



10. Can they use various sources of evidence to answer questions and piece together information about a period of history??



11. Can they research a specific event from the past?



12. Can they use their 'information finding' skills in writing to help them write about historical information?



13. Can they, through research, identify similarities and differences between given periods in history?



Stone Age to Iron Age

Mayan Civilisation

Railway Revolution





History Year 4



1. Can they place periods of history on a timeline showing periods of time, including centuries?

2. Can they explain how events from the past have helped shape our lives?



3. Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?



4. Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?



5. Do they recognise that the lives of wealthy people were very different from those of poor people?



6. Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?



7. Can they research two versions of an event and say how they differ?

8. Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?



9. Can they give more than one reason to support an historical argument?



10. Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?



11. Do they have a good understanding as to how crime and punishment has changed over the years?



Romans



Local history study



Crime and Punishment





History in Year 5



1. Can they use dates and historical language in their work?

2. Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?



3. Can they describe historical events from the different period/s they are studying/have studied?



4. Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?



5. Can they explain the role that Britain has had in spreading Christian values across the world?

6. Can they identify and explain their understanding of propaganda?



7. Do they appreciate that significant events in history have helped shape the country we have today?



10. Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?



World War 2



Egyptians

British settlements - Anglo Saxons to Scots



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History Year 6



1. Can they say where a period of history fits on a timeline?
2. Can they place a specific event on a timeline by decade?
3. Can they place features of historical events and people from past societies and periods in a chronological framework?
4. Can they summarise the main events from a specific period in history, explaining the order in which key events happened?
5. Can they summarise how Britain has had a major influence on world history?
6. Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?
7. Can they describe features of historical events and people from past societies and periods they have studied?
8. Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?
9. Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
10. Can they describe a key event from Britain's past using a range of evidence from different sources?
11. Can they begin to appreciate that significant decisions have been made through parliament for some time?



Vikings

Ancient Greece





Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.



Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture



- the Roman Empire and its impact on Britain

Examples (non-statutory)

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, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity





- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. 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 conversion – Canterbury, Iona and Lindisfarne



- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

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



- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- 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 from a period beyond 1066 that is significant in the locality.





- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066



Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain



- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China



- Ancient Greece – a study of Greek life and achievements and their influence on the western world



- 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.

