

Skill taught and Curriculum link		Application of skill and Knowledge			
		Year 3	Year 4	Year 5	Year 6
<p>Chronological Understanding</p> <p>KS1: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>KS2: changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include</p> <ul style="list-style-type: none"> ♣ 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 <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> ♣ 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 	Skill	<ul style="list-style-type: none"> Know the names of the historical periods studied The Stone Age, The Iron Age. Illustrate the passing of time through the use of historical periods [e.g. sequence people and events within a timeline of historical periods]. 	<ul style="list-style-type: none"> Uses formal chronological concepts to refer to the passage of time [e.g. BC/AD, BCE/CE, century, decade] Uses formal chronological concepts to refer to the passage of time [e.g. BC/AD, BCE/CE, century, decade] 	<ul style="list-style-type: none"> Begins to use dates to refer to the passage of time. Further develop their understanding of chronology within and across historical periods [e.g. the Victorian period ended over a century ago in 1901]. 	<ul style="list-style-type: none"> As appropriate, use a range of technical terminology [e.g. The Shang Dynasty], chronological concepts [e.g. the 21st century, a century ago] and dates to refer to the passage of time. Have a chronologically secure knowledge of the local, British and World history they study. Identify different reasons for an event or change in the history they study.
	Knowledge	<ol style="list-style-type: none"> To identify know periods from British History To create a class time line to show how long ago the stone age was 	<p>Invaders and Settlers The Anglo Saxons</p> <ol style="list-style-type: none"> To develop a chronological understanding of British History and identify the Anglo-Saxon period within it. 	<p>Shang Dynasty of China</p> <ul style="list-style-type: none"> To find out what the children know about the topic already To place events, people and changes into correct periods of time. To use dates and vocabulary relating to the passage of time e.g. ancient, modern, AD, BC, and century. 	<ul style="list-style-type: none"> Where and when was Ancient Greece? <p>Britain Since the 1930s</p> <ul style="list-style-type: none"> To understand changes during the decades 1930s to 1980s To understand why the thirties were known as the Hungry Thirties in a report To write a news script to announce the war

<p>history, including the present day</p> <ul style="list-style-type: none"> ♣ a significant turning point in British history, for example, the first railways or the Battle of Britain <p>KS3: the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</p> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> ♣ the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present ♣ Britain's changing landscape from the Iron Age to the present ♣ a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles ♣ a study in depth into a significant turning point: for example, the Neolithic Revolution 					
<p>Historical Understanding</p> <p>KS1: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated</p>	Skill	<ul style="list-style-type: none"> • Know the narratives of the historical periods they study [e.g. describe what happened at The Battle of Hastings] • Compare and contrast different periods of history [e.g. from 'before' and 'after' pictures, identify what changes the Romans made to Britain 	<ul style="list-style-type: none"> • Begin to develop richer narratives of the periods they study, moving beyond simply knowing what happened and starting, for example, to appreciate what people thought and felt about events. • Begin to make connections between historical events, 	<ul style="list-style-type: none"> • Develop richer narratives of the periods they study, knowing what happened, what people thought and felt about it and how some events were linked [e.g. knows how and suggests why Boudicca resisted the Romans] • Establish narratives across the periods they study, making connections and identifying trends, including in technology, culture, 	<ul style="list-style-type: none"> • Develop rich narratives of the periods they study, knowing what happened, what people thought and felt and illustrating connections between events [e.g. Explain why the Vikings raided northern England, describing what happened and the responses of natives to this]. • Establishes clear narratives across the periods they study, making connections and identifying trends

<p>through festivals or anniversaries]</p> <ul style="list-style-type: none"> ♣ 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] 		<ul style="list-style-type: none"> Identify significant events and people from the past that are remembered today. Begin to know the meaning of some abstract historical terms, when asked [e.g. empire, civilisation, parliament, peasantry] 	<p>identifying a reason for an event or change</p> <ul style="list-style-type: none"> Identify significant events and people from the past that are remembered today and suggest reasons for this. Know the meaning of abstract historical terms [e.g. empire, civilisation, parliament, peasantry] 	<p>leisure, beliefs and attitudes [e.g. how and why the food people eat in Britain has changed over time]</p> <ul style="list-style-type: none"> Identify more than one reason for an event or change in the history they study. Begin to use abstract historical terms, including in writing [e.g. empire, civilisation, parliament, peasantry] Discusses significant events and people from the past that effect life today [e.g. the impact of the Anglo-Saxon's on the modern English language] 	<p>including in technology, culture, leisure, beliefs and attitudes [e.g. how and why crime and punishment has changed over time]</p> <ul style="list-style-type: none"> Use abstract historical terms, including in writing [e.g. empire, civilisation, parliament, peasantry] Discuss the significance, both then and now, of certain events and people [e.g. Why was the discovery of Guy Fawkes so important? Why do we still remember Guy Fawkes today?]
<p>KS2:</p> <p>the Roman Empire and its impact on Britain</p> <p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> ♣ 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 <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> ♣ Viking raids and invasion 	<p>Knowledge</p>	<p>Bronze Age, Iron Age Romans</p> <ol style="list-style-type: none"> To know how the Stone Age was different to the Bronze Age. To know other important changes from the Bronze Age. To understand how grave goods can give us information about the past To describe a journey through my Iron Age hill fort To create a cave painting To locate Rome on a map of Europe To know why the Romans invaded Britain. To write a recount on the Roman invasion To know who Boudicca was and understand her role in the Roman invasion. To know about the different soldiers in the Roman army To learn about Roman roads and trade. 	<p>The Vikings</p> <ol style="list-style-type: none"> To understand who the Vikings were and where they came from. To learn about the daily life of a Viking. To design a Viking shield to show why and how Vikings fought in battle. To write a fact file about King Alfred the Great. <ol style="list-style-type: none"> To understand who the Anglo Saxons were, where they came from and why they came to Britain. To know the location of the Anglo-Saxon kingdoms and settlements. 	<p>Shang Dynasty</p> <ul style="list-style-type: none"> To recognise that the past is represented in different ways and to suggest reasons for this. To find out about events, people changes and places from a range of sources. To find out about events, people changes and places from a range of sources. To recall, select and organise historical information. To communicate knowledge and understanding in a variety of ways. To understand the hierarchy of Shang Dynasty To find out about events, people changes and places from a range of sources. To know about the Gods of the Shang Dynasty To recognise that the past is represented in different ways and to suggest reasons for this. To understand how people of the Shang Dynasty communicated To be able to research, organise and present a topic about the Shang Dynasty <p>Mayan Civilisation.</p> <ul style="list-style-type: none"> To be able to discover facts about the Mayan Civilisation. To be able to sequence key events during the classic Maya period To locate the ancient Maya Cities. To be able to evaluate a variety of ancient Maya achievements 	<ul style="list-style-type: none"> To prepare a recording and picture story of the outbreak of world war two To understand what it was like to be evacuated (2 lessons) To understand what it was like in the Blitz To know why rationing was necessary during World War Two To understand why propaganda was used To be aware of the different ideas held by people in the post-war period To know about the characteristic features of the 1950's and 1960's and the experiences of men, women and children To know about the social, cultural, religious and ethnic diversity of Britain since 1930 to identify and describe reasons for and results of immigration and emigration since 1950

- ♣ 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.

KS3

The development of Church, state and society in Medieval Britain 1066-1509 Examples (non-statutory) This could include:

- ♣ the Norman Conquest
- ♣ Christendom, the importance of religion and the Crusades
- ♣ the struggle between Church and crown
 - ♣ Magna Carta and the emergence of Parliament
- ♣ the English campaigns to conquer Wales and Scotland up to 1314.
- ♣ society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature
- ♣ the Black Death and its social and economic impact
- ♣ the Peasants' Revolt
- ♣ the Hundred Years War
- ♣ the Wars of the Roses; Henry VII and attempts to restore stability

challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include:

- Examples (non-statutory)
- ♣ women's suffrage
 - ♣ the First World War and the Peace Settlement

- To be able to create a tourist leaflet for the city of Chichen Itza
- To find out what we know about the Maya from the drawings of Frederick Catherwood.
- To understand the Maya number system.
- To be able to evaluate the ancient Maya topic.

<ul style="list-style-type: none"> ♣ the inter-war years: the Great Depression and the rise of dictators ♣ the Second World War and the wartime leadership of Winston Churchill ♣ the creation of the Welfare State ♣ Indian independence and end of Empire ♣ social, cultural and technological change in post-war British society ♣ Britain's place in the world since 1945 					
<p>Historical Enquiry KS1: significant historical events, people and places in their own locality</p> <p>KS2 Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> ♣ 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 	Skill	<ul style="list-style-type: none"> • Sometimes ask and regularly answer questions about the history they study, including about similarities and differences. • Finds evidence from historical sources which mostly relates to a given focus [e.g. finds evidence of tools used in Stone Age (Bourne Hall resources)] • Identify differences in accounts of an event [e.g. in paintings, drawings and photographs] • Presents findings in different ways such as in writing, in tables and through drama. • Suggests different sources of historical knowledge [e.g. artefacts, photographs, written accounts as well as library books and the internet.] 	<ul style="list-style-type: none"> • Sometimes ask and regularly answer questions about the history they study, including about similarity and difference as well as change. • Finds evidence from historical sources which relates to a given focus, sifting out irrelevant information • Identify differences in accounts of an event [e.g. in diary extracts and letters] • Presents findings in a range of different ways such as in graphs, on timelines and in writing. • Appreciate that historical knowledge is discovered and pieced together from sources. 	<ul style="list-style-type: none"> • Sometimes ask and regularly answer questions about the history they study, including about similarity and difference, change and cause and consequence. • Selects evidence from a range of historical sources and use their findings to answer a question or prove an idea [e.g. What was it like for evacuees during WWII?] • Identify differences in accounts of events and suggest reasons for this • Start to organise their findings into useful structures [e.g. chronological timeline, a descriptive paragraph] • Appreciate that historical knowledge can be deepened from studying a range of sources. 	<ul style="list-style-type: none"> • Sometimes ask and regularly answer historically valid questions about the history they study, including questions about similarity and difference, change, cause and consequence as well as significance. • Identify differences in accounts of events and discern how and why contrasting interpretations have been made, including having an awareness of deliberate bias. • Organise their findings into useful structures, including to answer a question in writing. • Understand that knowledge from the past is constructed from a range of sources
<p>A local history study Examples (non-statutory) ♣ a depth study linked to one of the British areas of study listed above</p> <ul style="list-style-type: none"> ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 	Knowledge	<ol style="list-style-type: none"> 3) To know how we found out about people in the Stone Age 4) To know what objects can tell us about the past. 5) To know why Stone Age people developed tools 6) To know how and why people began to settle in one place 7) To write a report about a Neolithic village called Skara Brae. <p>Crew Theatre Roman Workshop / enactment.</p>	<ol style="list-style-type: none"> 5. To go on a Viking quest. (ICT Lesson) 6. What kind of person could tame the Vikings? (Alfred the Great) 7. To identify the features of an Anglo-Saxon home. 8. To know the jobs that the Anglo-Saxon people did. <p>Hooke Court Residential- Vikings</p>	<ul style="list-style-type: none"> • To be able to make deductions about historical objects. • To understand what daily life and jobs for the Maya was like, • To find out what we know about the Maya from the drawings of Frederick Catherwood. • To find out structures and features of a Shang Dynasty town. 	<ul style="list-style-type: none"> • To know that an event can be seen from a different interpretation. <p>Ancient Greeks</p> <ul style="list-style-type: none"> • To understand that artefacts provide us with evidence • To compare Sparta and Athens • To write a tourist leaflet for Athens or Sparta • Which Greek words do we use today and why? • To know what a Greek hoplite was

<p>♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>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</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>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.</p> <p>KS3 the development of Church, state and society in Britain 1509-1745 Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> ♣ Renaissance and Reformation in Europe <ul style="list-style-type: none"> ♣ the English Reformation and Counter Reformation (Henry VIII to Mary I) ♣ the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland) ♣ the first colony in America and first contact with India 	<p>Butser Farm</p>		<ul style="list-style-type: none"> • To understand roles and responsibilities of members of society from ancient artefacts from the Shang Dynasty 	<ul style="list-style-type: none"> • To investigate Greek religion • To know why the Olympic games were an important event and how they evolved • ASSESSMENT Residential to France
--	--------------------	--	--	--

<ul style="list-style-type: none"> ♣ the causes and events of the civil wars throughout Britain ♣ the Interregnum (including Cromwell in Ireland) ♣ the Restoration, 'Glorious Revolution' and power of Parliament ♣ the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745 ♣ society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature Ideas, political power, industry and empire: Britain, 1745-1901 Examples (non-statutory) This could include: <ul style="list-style-type: none"> ♣ the Enlightenment in Europe and Britain, with links back to 17th-Century thinkers and scientists and the founding of the Royal Society ♣ Britain's transatlantic slave trade: its effects and its eventual abolition ♣ the Seven Years War and The American War of Independence ♣ the French Revolutionary wars ♣ Britain as the first industrial nation – the impact on society ♣ party politics, extension of the franchise and social reform ♣ the development of the British Empire with a depth study (for example, of India) ♣ Ireland and Home Rule ♣ Darwin's 'On The Origin of Species' A local history study 					
--	--	--	--	--	--

<p>Examples (non-statutory)</p> <ul style="list-style-type: none">♣ a depth study linked to one of the British areas of study listed above♣ a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066)♣ a study of an aspect or site in local history dating from a period before 1066 <p>At least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century]</p>					
---	--	--	--	--	--