



### History Knowledge and Skills

#### **EYFS**

Our History in EYFS is covered within the area of Knowledge and Understanding of the World.

	Chronological understanding	Historical enquiry	Historical interpretations	Organisation and communication	Understanding of events, people and changes
All About Me					Talk about the lives of people around him/her and their roles in society.
Black History	Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class.		Compares and contrasts characters from stories, including figures from the past.		
Celebrations					Talk about the lives of people around him/her and their roles in society.
People Who Help Us					Talk about the lives of people around him/her and their roles in society.
My Family	Knows some similarities and differences between				Shows an understanding of the

	things in the past and now, drawing on his/her experiences and what has been read in class.				past through settings, characters and events encountered in books read in class and storytelling.
The Seaside	Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class.				

## Key Stage 1

### Year 1-2

Classes have been merged for this year. The History objectives below have not been covered by the current Year Twos/need revisiting from previous year. Current Year Ones will cover objectives missed this year when they are in Year Two. (Put changes within living memory in chronological order, explore sources and artefacts from 'then' and 'now', relate his/her own account of an event and understand that others may recount a different version).

	Chronological understanding	Historical enquiry	Historical interpretations	Organisation and communication	Understanding of events, people and changes
Migration (Harold Moody's life in the UK)	Show an awareness of the past, using common words and phrases related to the passing of time.	Ask and answer questions, choosing and using parts of stories and other sources to show that I	Describe significant historical events, people and places in his/her own locality.	I can speak about how I have found out about the past.  Record what I have learned by drawing or writing.	I can discuss the lives of significant people in the past who have contributed to national and

	<p>Describe where people and events fit within a timeline.</p> <p>Identify similarities and differences between life in different periods.</p>	<p>understand key features of events.</p>			<p>international achievements.</p> <p>Use the lives of significant individuals to compare life in different periods.</p>
Florence Nightingale and Mary Seacole	<p>Describe where people and events fit within a timeline.</p> <p>Identify similarities and differences between life in different periods.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that I understand key features of events.</p> <p>Show understanding of some of the ways we find out about the past and identify different ways it is represented.</p>	<p>Describe events beyond living memory that are significant nationally or globally.</p> <p>Describe significant historical events, people and places locally.</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Record what I have learned by drawing or writing.</p>	<p>I can discuss the lives of significant people in the past who have contributed to national and international achievements.</p> <p>Use the lives of significant individuals to compare life in different periods.</p>
Great Fire of London	<p>Describe where people and events fit within a timeline.</p> <p>Identify similarities and differences between life in different periods.</p>	<p>Show understanding of some of the ways we find out about the past and identify different ways it is represented.</p>	<p>Describe events beyond living memory that are significant nationally or globally.</p> <p>Describe significant historical events, people and places locally.</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Record what I have learned by drawing or writing.</p>	<p>I can discuss the lives of significant people in the past who have contributed to national and international achievements.</p>

					Use the lives of significant individuals to compare life in different periods.
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Year 3

	Chronological understanding	Historical enquiry	Historical interpretations	Organisation and communication	Understanding of events, people and changes
Migration (The Windrush)	Use an increasing range of common words and phrases relating to the passing of time.	Choose the sources I need to answer a specific question.	Compare my life to the life of someone in a different time period.  Describe different sources of historical information.	With support, explain what they have learned in an organised and structured way, using appropriate vocabulary with support.	Discuss the lives of significant people in the past who have contributed to national and international achievements.
Prehistoric Britain	Use an increasing range of common words and phrases relating to the passing of time.  Use dates to order and place events on a timeline.	Develop historical questions .  Develop a chronological knowledge of British History.	Describe different sources of historical information.	With support, explain what they have learned in an organised and structured way, using appropriate vocabulary with support.	Describe some changes in Britain from the Stone Age to the Iron Age.
The Romans in Britain	Use an increasing range of common words and phrases relating to the passing of time.	Develop historical questions.  Develop a chronological	Compare my life to the life of someone in a different time period.  Describe different sources of historical information.	With support, explain what they have learned in an organised and structured way, using appropriate vocabulary with support.	Describe the Roman Empire and its impact on Britain.

	<p>Use dates to order and place events on a timeline.</p>	<p>knowledge of British History.</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p>			
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Year 4

	Chronological understanding	Historical enquiry	Historical interpretations	Organisation and communication	Understanding of events, people and changes
Migration (The Windrush)	Use dates to order and place events on a timeline.	Use sources of information in ways that go beyond simple observations to answer questions about the past.  Use a variety of resources to find out about the past.  Evaluate the usefulness of a variety of sources.	Understand that sources can contradict each other.  Understand that the type of information available depends on the time period	Explain what they have learned in an organised and structured way, using appropriate vocabulary.	Describe a local history study.
Anglo-Saxons and Scots	Use dates to order and place events on a timeline.  Place some world events in a chronological framework.	Use sources of information in ways that go beyond simple observations to answer questions about the past.  Develop a chronological	Understand that sources can contradict each other.  Understand that the type of information available depends on the time period	Explain what they have learned in an organised and structured way, using appropriate vocabulary.	Use evidence to support arguments.  Describe British settlement by Anglo-Saxons and Scots.

	<p>Use more specific phrases to indicate time (eg century, millennium, decade.)</p>	<p>knowledge of British History.</p>			
Vikings and Anglo-Saxons	<p>Use dates to order and place events on a timeline.</p> <p>Place some world events in a chronological framework.</p> <p>Use more specific phrases to indicate time (eg century, millennium, decade.)</p>	<p>Use a variety of resources to find out about life in the past.</p> <p>Develop a chronological knowledge of British History.</p>	<p>Understand that sources can contradict each other.</p> <p>Understand that the type of information available depends on the time period</p>	<p>Explain what they have learned in an organised and structured way, using appropriate vocabulary.</p>	<p>Use evidence to support arguments.</p> <p>Describe the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>

Year 5

	Chronological understanding	Historical enquiry	Historical interpretations	Organisation and communication	Understanding of events, people and changes
Migration (Rebuilding Britain)	Identify trends over time, describing how ideas have been continued/developed.	Compare sources of information available for the study of different times in the past.	Understand that the type of information available depends on the time period.  Evaluate the usefulness of a variety of sources.	Explain what they have learned in an organised and structured way, independently using appropriate vocabulary.	Give reasons for some historical events.  Develop a chronologically secure knowledge of British and local history, establishing clear narratives across the periods that he/she studies.  Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.
The Kingdom of Benin	Begin to use AD and BC when ordering dates.  Begin to draw their own timelines, with support.	Compare sources of information available for the study of different times in the past.	Understand that sources can contradict each other.  Understand that the type of information	Explain what they have learned in an organised and structured way, independently using appropriate vocabulary.	Describe a non-European society that provides contrast with British history.

			available depends on the time period.	Begin to explore and communicate their own opinion on historical events or interpretations.	
The Shang Dynasty	<p>Use dates to order and place events on a timeline with increasing confidence.</p> <p>Begin to draw their own timelines, with support.</p>	<p>Develop a chronological knowledge of world history.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference.</p>	<p>Understand that the type of information available depends on the time period.</p> <p>Understand how our knowledge about the past is constructed from a range of sources and that different versions of past events may exist.</p>	<p>Explain what they have learned in an organised and structured way, independently using appropriate vocabulary.</p> <p>Begin to explore and communicate their own opinion on historical events or interpretations.</p>	<p>Learn about the achievements of the earliest civilisations- an overview of where and when the first civilisations occurred and a depth study of the Shang Dynasty of Ancient China.</p>
Ancient Greeks	<p>Use dates to order and place events on a timeline with increasing confidence.</p> <p>Begin to draw their own timelines, with support.</p>	Continue to develop a chronologically secure knowledge and understanding of establishing clear narratives within and across the periods they study.	<p>Understand that the type of information available depends on the time period.</p> <p>Understand how our knowledge about the past is constructed from a range of sources and that different versions of past events may exist.</p>	<p>Explain what they have learned in an organised and structured way, independently using appropriate vocabulary.</p> <p>Begin to explore and communicate their own opinion on historical events or interpretations.</p>	<p>Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>

Year 6

	Chronological understanding	Historical enquiry	Historical interpretations	Organisation and communication	Understanding of events, people and changes
Migration (Rebuilding Britain)	Identify trends over time, describing how ideas have been continued/developed.	<p>Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Make confident use of a variety of sources for independent research.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Evaluate the usefulness of a variety of sources.</p> <p>Give an opinion based on historical knowledge.</p>	<p>Confidently present findings, knowledge and understanding in different ways.</p> <p>Communicate their own opinion on historical events or interpretations.</p>	<p>Use evidence to support arguments.</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.</p>
The Changing Role of Women	Use dates to confidently order and place events on a timeline.	Address and devise historically valid questions about change, cause,	Understand how our knowledge about the past is constructed from a range of sources and that different versions of past events may exist,	Confidently present findings, knowledge and understanding in different ways.	<p>Use evidence to support arguments.</p> <p>Describe a study of an aspect or theme in British history that extends his/her</p>

	<p>Use AD and BC when ordering events on a timeline.</p> <p>Draw their own timelines.</p>	<p>similarity, difference and significance.</p> <p>Make confident use of a variety of sources for independent research.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>giving some evidence for this.</p>	<p>historical events or interpretations.</p>	<p>chronological knowledge beyond 1066.</p>
World War II (The Blitz)	<p>Use dates to confidently order and place events on a timeline.</p> <p>Draw their own timelines.</p>	<p>Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods they study.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Evaluate the usefulness of a variety of sources.</p> <p>Confidently describe an in-depth local history study.</p> <p>Make comparisons between aspects of a period of history and the present day.</p>	<p>Confidently present findings, knowledge and understanding in different ways.</p> <p>Communicate their own opinion on historical events or interpretations.</p>	<p>Use evidence to support arguments.</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.</p> <p>Describe a local history study.</p>