

History programme of study: **Knowledge and understanding of British history**

National Curriculum: All pupils will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

History programme of study: **Knowledge and understanding of wider world history**

National Curriculum: All pupils will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

Chronological knowledge and understanding

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	I can order information on a timeline.	I can sequence details about an event beyond living memory in chronological order.	I can sequence dates and information from several historical periods on a timeline.	I can sequence significant dates about events within a historical time period on historical timelines.	I can sequence and make connections between periods of world history on a timeline.	I can sequence and make connections between periods of world history on a timeline.
Knowledge	I know that sequencing words, such as, first, next, finally, then and	I know that a timeline is a display of events, people or objects	I know that dates and events can be sequenced on a	I know that the key changes and events of historical periods	I know that different world history civilisations existed before, after	I know that different world history civilisations existed before, after

	after that, can be used to order information chronologically.	in chronological order. I know that a timeline can show different time periods, from a few years to millions of years.	timeline using AD or BC. I know that AD dates become larger the closer they get to the present day. I know that BC dates become larger the further away they get from the present day. I know the year 0 AD marks the birth of Christ in the Gregorian calendar.	can be placed on a timeline, such as, the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.	and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.	and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.
<p>Historical Concepts including:</p> <p>Continuity and change – in and between periods</p> <p>Similarities and differences – within a period/situation</p> <p>Cause and consequence</p> <p>Significance of events and people</p>						
Skills	I can describe changes within living memory	I can describe how an aspect of life has changed over time.	I can summarise how an aspect of British history	I can answer and ask historically valid questions about	I can frame historically valid questions about continuity and	I can frame historically valid questions about continuity and

	(approximately 100 years).		has changed over time.	changes over time and suggest or plan ways to answer them.	change and construct informed responses.	change and construct informed responses.
Knowledge	I know that changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	I know that life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	I know that aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.	I know that changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology and social and economic circumstances.	I know that continuity is the concept that aspects of life such as, rule and government, everyday life, settlements and beliefs, stay the same over time. I know that change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.	I know that continuity is the concept that aspects of life such as, rule and government, everyday life, settlements and beliefs, stay the same over time. I know that change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.

Skills	I can describe an aspect of everyday life within living memory.	I can describe the everyday lives of people in a period within or beyond living memory.	I can describe the everyday lives of people from past historical periods. I can describe everyday life in a Roman town, including jobs, houses and schooling.	I can describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	I can explain how everyday life changed for people after a major change such as invasion or change of religion.	I can explain how everyday life changed for people after a major change such as invasion or change of religion.
Knowledge	I know that aspects of everyday life include houses, jobs, objects, transport and entertainment.	I know that aspects of life from the past, such as houses, jobs, shops, objects, transport and entertainment may be similar to or different from those used and enjoyed by people today.	I know that Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. I know aspects of everyday life in a Roman town.	I know the influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the	I know societies are changed by an invasion in many ways, including the adoption of religion, culture and language, the structure and uses of settlement, opportunities for trade and the destruction of previous belief systems and ways of life.	I know societies are changed by an invasion in many ways, including the adoption of religion, culture and language, the structure and uses of settlement, opportunities for trade and the destruction of previous belief systems and ways of life.

				form of Roman numerals and the spread of Christianity.		
Skills	I can identify similarities between ways of life within living memory.	I can describe what it was like to live in a different period.	I can explain the similarities and differences between two periods of history.	I can compare and contrast two civilisations.	I can compare and contrast an aspect of history across two or more periods studied.	I can compare and contrast an aspect of history across two or more periods studied.
knowledge	I know that identifying similarities and differences helps us to make comparisons between life now and in the past.	I know that a historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	I know that throughout history, common areas of concern include the need for food, survival, shelter and warmth, the accumulation of power and wealth and the development of technology.	I know the characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.	I know aspects of history that can be compared and contrasted include rulers, monarchs, everyday life, homes and work, technology and innovation.	I know aspects of history that can be compared and contrasted include rulers, monarchs, everyday life, homes and work, technology and innovation.

				I know that the form these characteristics take can be similar or contrasting across different civilisations.		
Skills	I can describe the role of a monarch.	I can describe the hierarchy of a past society.	I can describe the roles of tribal communities and explain how this influenced everyday life.	I can describe the hierarchy and different roles in ancient civilisations.	I can describe the significance and impact of the changing power of monarchs.	I can describe the significance and impact of the changing power of monarchs.
Knowledge	I know that a monarch is a king or queen who rules a country.	I know that hierarchy is a way of organising people according to how important they were or are. I know that most past societies had a monarch or leader at the top of their	I know that tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. I know that communities created permanent	I know that hierarchy structures in ancient civilisations include (from most to least powerful) a ruler, officials, nobles or priests, merchants, workers and	I know the hierarchy and power structure of Britain during the period studied.	I know the hierarchy and power structure of Britain during the period studied.

		hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.	settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.	peasants and slaves.		
Skills	I can describe a significant historical event in British history.	I can describe and explain the importance of an individual's achievements.	I can describe how a significant event or person in British history changed or influenced how people live today.	I can explain the cause, consequence and impact of invasion and settlement in Britain.	I can conduct an in-depth study of an aspect of British history beyond 1066.	I can conduct an in-depth study of an aspect of British history beyond 1066.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<p>I know that significant historical events include those that cause great change for large numbers of people.</p>	<p>I know that important individual achievements include great discoveries and actions that have helped many people.</p>	<p>I know that significant events or people in the past have caused great change over time. I know that significant events and/or people have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided</p>	<p>I know that the Anglo-Saxons and the Scots invaded Britain. I know that they wanted to capture land and goods when the Romans had left. I know that the Anglo-Saxons wanted to find farmland after flooding in Scandinavia. I know the Anglo-Saxons settled in kingdoms, first across the south-east of England and then across the whole country.</p>	<p>I know that key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p>	<p>I know that key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p>
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			<p>inspiration for the way people should live.</p>	<p>I know these kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p>		
Skills			<p>I can describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>I can describe the achievements and influence of the ancient Greeks on the wider world.</p>	<p>I can describe the significance and impact of power struggles on Britain.</p> <p>I can create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>I can study a feature of a past civilisation or society.</p>	<p>I can study a feature of a past civilisation or society.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>			<p>I know that the lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. I know that these developments made it easier for people to farm, create permanent settlements and protect their land. I know that the achievements and influences of the ancient Greeks on the wider world include the</p>	<p>I know that the Viking invasion and Anglo-Saxon defence of England led to many conflicts. I know that in AD878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the East of England. I know that over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an</p>	<p>I know that the characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p>	<p>I know that the characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p>
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			English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of Mathematics, science and philosophy and art, architecture and theatre.	Anglo-Saxon king. I know that the characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.		
Interpretations of history – use of sources and artefacts						
Skills	I can use a range of historical artefacts	I can examine an artefact and suggest what it	I can make deductions and draw conclusions	I can explain how the design, decoration and	I can identify bias in historical source materials.	I can identify bias in historical source materials.

	to find out about the past.	is, where it is from, when and why it was made and who owned it.	about the reliability of a historical source or material.	materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.		
Knowledge	<p>I know that historical artefacts are objects that were made and used in the past.</p> <p>I know the shape and material of the object can give clues about when and how it was made.</p>	<p>I know that artefacts are objects and things made by people rather than natural objects.</p> <p>I know artefacts provide evidence about the past. Examples include coins, buildings, written texts or ruins.</p>	<p>I know that interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials.</p> <p>I know that some historical sources are more reliable than others. For example, written accounts may be biased, depending</p>	<p>I know that historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important,</p>	<p>I know that bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced.</p> <p>I know that biased sources can contain positive or negative information.</p> <p>I know that biased sources may also miss out key facts that do not fit with the author's opinion or include incorrect information.</p>	<p>I know that bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced.</p> <p>I know that biased sources can contain positive or negative information.</p> <p>I know that biased sources may also miss out key facts that do not fit with the author's opinion or include incorrect information.</p>

			on the viewpoint of the writer.	whereas simple objects made of readily available materials suggest the owner was poor and unimportant.		
Historical Enquiry						
Skills	I can create stories, pictures and role-play about historical events, people and periods.	I can present historical information in a simple non-chronological report, fact file, story or biography.	I can make choices about the best way to present historical accounts and information.	I can present a thoughtful selection of relevant information in a historical report or in-depth study.	I can explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	I can explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.
Knowledge	I know that stories, pictures and role-play are used to help people learn about the past, understand key events and empathise with historical figures.	I know that historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical	I know that historical information can be presented as a narrative, a non-chronological report, a fact file, a timeline, a description, a	I know that relevant historical information can be presented as written texts, tables, diagrams, captions and lists.	I know that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	I know that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.

		topic is presented without putting it into chronological order.	reconstruction or a presentation.			
Historical Terms						
	End of KSI		End of LKS2		End of UKS2	
To investigate and interpret the past	<p>FS2 - Historian/History Older/newer change</p> <p>Year 1- past present fact question History/Historical Museum Observe Archaeology</p> <p>Year 2 - opinion evidence discovery History/Historian/Historical artefacts/source</p>		<p>Year 3- Accurate Agree/differ Findings Point of view Suggests Trustworthiness</p> <p>Year 4- Bias Cause Consequence Enquiry Findings Historical account Interpretation Primary source/secondary source Reliability Society</p>		<p>Year 5 - Analyse Perspective Suitability</p> <p>Year 6- Change and continuity Hypotheses Interpretation Justification Propaganda Social standing Utility Provenance</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To build an overview of world history</p>	<p>FS2- explorer</p> <p>Year 1 - event historical locality local</p> <p>Year 2 - global impact invention significant/significance</p>	<p>Year 3- Beliefs Conquest Invasion Peasantry Settler Prehistoric Nomad</p> <p>Year 4- Emperor Court Cultural Diversity Emigrant/immigrant Ethnic Heir Hierarchy Medieval Pope Slave Status Empire</p>	<p>Year 5- Execution Rebellion Republic Revolt Traitor Treason</p> <p>Year 6- Crusades Dogma/doctrine Heresy Monastery Colony Monarchy Emigrant Immigrant</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To understand chronology</p>	<p>FS2 - yesterday a long time ago/long ago calendar here/then/now last week/last year older/newer</p> <p>Year 1 - recent/modern timeline reign king/queen/monarch</p> <p>Year 2 - century decade civilisation parliament war/peace</p>	<p>Year 3- Centuries Change Chronology Dates Time period</p> <p>Year 4- AD/BC Civilisation/Ancient civilisation Democracy Development Era Millennia</p>	<p>Year 5- Continuity Contrast Religious</p> <p>Year 6- Anachronism Causation Cultural Epoch Political Social Technological</p>
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History programme of study: Knowledge and understanding of local history

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	I can describe important events in the school's history.	I can describe, in simple terms, the importance of local events, people and places.	I can analyse a range of historical information to explain how a national or international event has impacted the locality.	I can describe and explain the impact of a past society on a local settlement or community.	I can investigate evidence of invasion and settlement in the locality.	
Knowledge	I know that important events in the school's history include the opening of the school, the arrival of new teachers, special visitors and significant	I know that commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community.	I know that national and international events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative	I know that a past event or society can impact a local settlement in several ways, including the layout and use of the land in the settlement; changes to the number of	I know that evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names;	

	changes to the building.		impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.	people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.	primary and secondary sources of information, including documents and artefacts, stories, myths and legends.	
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