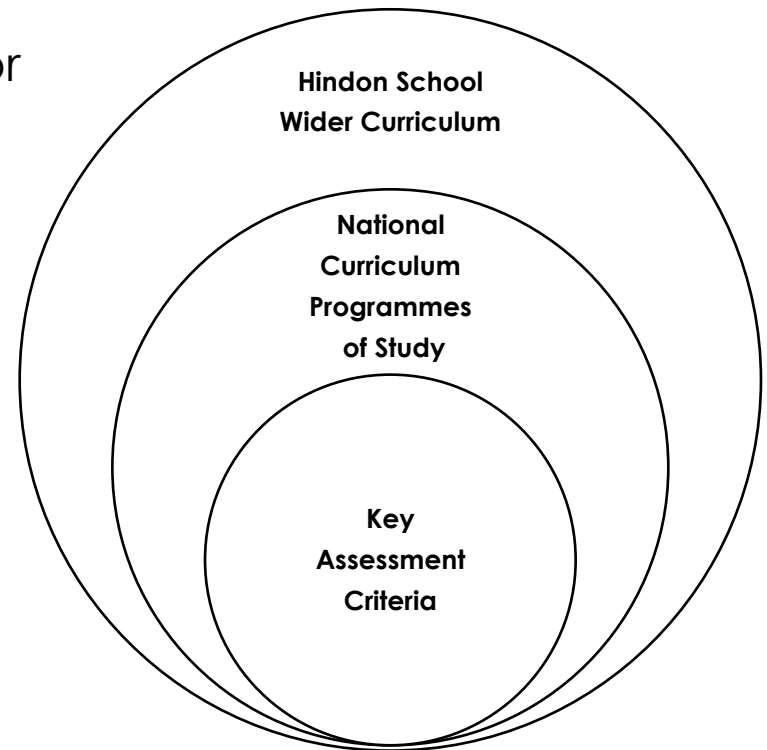




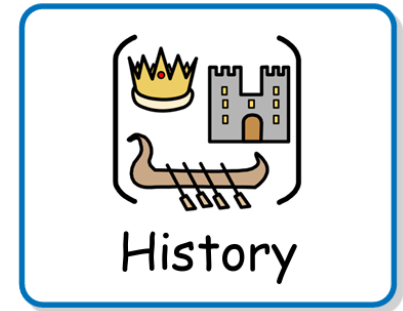
Purpose

The purpose of this document is to outline the key knowledge and skills for each year group, for History.





Being a historian



The key knowledge and skills for history have been devised in such a way that children are developing as historians.

The criteria are linked to the statutory requirements of the programme of study. Teachers also use the non-statutory advice as it helps to broaden and enrich scientific learning and progress.



A Year 1 historian	A Year 2 historian	A Year 3 historian
• I know about many of the changed that have happened since I was born. • I Know how to ask and answer questions about old and new object, • I use words and phrases like: old, new and a long time ago. • I spot old and new things in a picture. • I use words and phrases like: before, after, past, present, then and now. • I give examples of things that were different when my grandparents were children. • I know about someone famous who was born or lived near our town. • I know why there is a monument to a famous person or event in the town centre.	• I know how some people have helped us to have better lives. • I recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place. • I know about the life of a famous person from the past because I know how to research. • I know how to use books and the internet to find out more information about the past. • I know how to find out things about the past by talking to an older person. • I know about how things were different when my grandparents were children. • I know what certain objects from the past might have been used for.	• I know about how stone age people hunted for their food and what they ate. • I know about many of the differences between the stone, bronze and iron ages. • I know what people learnt from stone aged paintings. • I am able to describe what a typical day would have been like for a stone age man, woman or child. • I know about and can talk about the struggle between the Athenians and the Spartans. • I know about some of the things that the Greeks gave the world. • I know that the Greeks were responsible for the birth of the Olympics. • I know that the Greek Gods were an important part of Greek culture. • I know how to locate Greece on a map.

A Year 4 historian	A Year 5 historian	A Year 6 historian
• I know about at least three things that the Romans did for our country. • I know why the Romans needed to build forts in this country. • I know that Rome was a very important place and many decisions were made there. • I know about the lives of at least two famous Romans. • I summarise how Britain may have learnt from other countries and civilizations (historically and more recently). • I research to find answers to specific historical questions about our locality. • I research what it was like for children in a given period of history and present my findings to an audience. • I know how our locality today has been shaped by what happened in the past. • I know how historic items and artefacts have been used to help build up a picture of life in the past. • I know about the impact that one of these periods of history had on the world.	• I know where the Anglo-Saxons came from. • I know at least two famous Anglo-Saxons • I use a time line to show when the Anglo-Saxons were in England • I know the link between Anglo-Saxons and Christianity. • I know that many Anglo-Saxons were farmers. • I know that the Anglo-Saxons gave us many of the words that we use today. • I describe events from the past using dates when things happened. • I know how an event or events from the past has shaped our life today. • I draw a timeline with different historical periods showing key historical events or lives of significant people • I know how crime and punishment has changed over a period of time. • I know how Britain has had a major influence on the world. • I know how the lives of wealthy people were different from the lives of poorer people.	• I know that Britain was invaded on more than one occasion. • I know that the Anglo-Saxons and Vikings were often in conflict. • I know how to use a timeline to show when the Vikings raids started. • I know why the Vikings often overpowered the Anglo-Saxons. • I show on a map where the Vikings came from and where they invaded our country. • I know that many Vikings came to our country as peaceful farmers. • I research in order to find similarities and differences between two or more periods of history. • I know how to place features of historical events and people from the past societies and periods in a chronological framework. • I know about the main events from a period of history, explaining the order of events and what happened. • I know that many of the early civilizations gave much to the world.