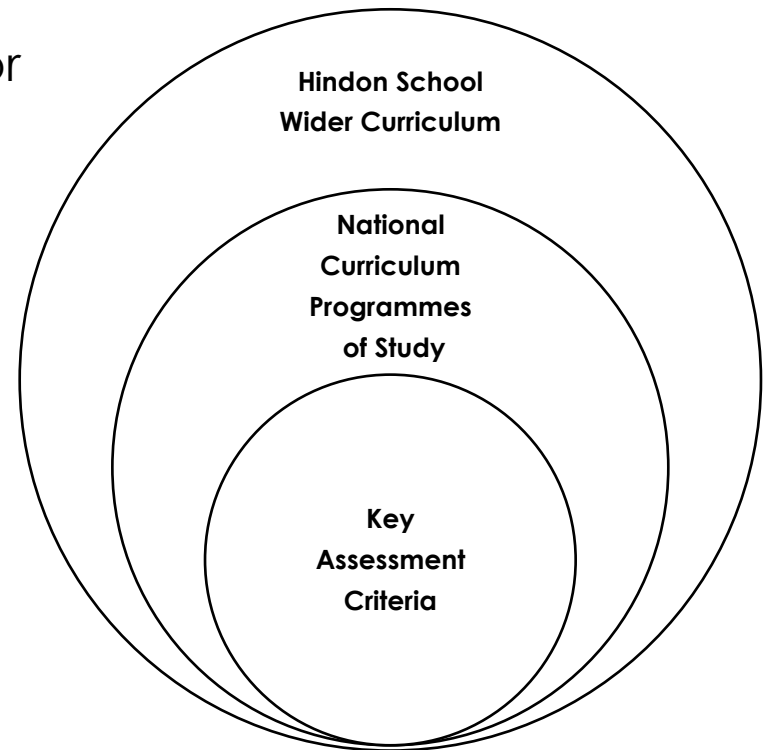




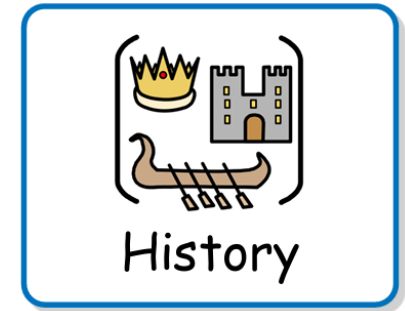
Purpose

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
• Know about many of the changes that have happened since I was born • Ask and answer questions about old and new objects • Use words and phrases like: old, new and a long time ago • Spot old and new things in a picture • Use words and phrases like: before, after, past, present, then and now • Give examples of things that were different when my grandparents were children • Know about someone famous who was born or lived near our town (e.g., Nelson Mandela, explorers) • Know why there is a monument to a famous person or event in the town centre • Understand what life was like in the past (e.g., in castles, during the Great Fire of London)	• Know how some people have helped us to have better lives (e.g., Florence Nightingale) • Recount the life of someone famous from Britain who lived in the past (e.g., Florence Nightingale, Beatrix Potter, Alfred the Great) • Know about what they did to make the world a better place • Use books and the internet to find out more information about the past • Find out things about the past by talking to an older person • Know about how things were different when my grandparents were children • Know what certain objects from the past might have been used for	• Describe what a typical day would have been like for people in the past (e.g., Romans, Anglo-Saxons) • Know about some of the things that the Romans gave the world • Know about the Anglo-Saxon period and significant leaders like Alfred the Great • Understand how hospitals and healthcare have changed over time • Know about significant artists and authors from the past (e.g., Vincent Van Gogh, Beatrix Potter) • Use timelines to place historical periods and people

A Year 4 historian	A Year 5 historian	A Year 6 historian
• Know about at least three things that the Romans did for our country • Know about the lives of at least two famous people from history (e.g., Henry VIII, Florence Nightingale) • Research to find answers to specific historical questions • Research what it was like for children in a given period of history and present findings to an audience • Know how historic items and artefacts have been used to help build up a picture of life in the past • Know about the impact that periods of history had on the world (e.g., Ancient Egypt, Ancient Greeks, Mayans) • Summarise how Britain may have learnt from other countries and civilizations	• Know where different civilizations came from (e.g., Anglo-Saxons, Vikings, Ancient Egyptians) • Know at least two famous people from different historical periods (e.g., Tudor monarchs, Egyptian pharaohs) • Use a timeline to show when different civilizations existed • Describe events from the past using dates when things happened • Know how an event or events from the past has shaped our life today (e.g., World Wars, Titanic) • Draw a timeline with different historical periods showing key historical events or lives of significant people • Know how crime and punishment has changed over a period of time • Know how Britain has had a major influence on the world • Know how the lives of wealthy people were different from the lives of poorer people (e.g., in Tudor times, Ancient Egypt)	• Know that Britain was invaded on more than one occasion (e.g., Romans, Anglo-Saxons, Vikings) • Know that the Anglo-Saxons and Vikings were often in conflict • Use a timeline to show when the Viking raids started • Know why the Vikings often overpowered the Anglo-Saxons • Show on a map where different civilizations came from and where they invaded or settled (e.g., Vikings, Ancient Greeks, Chinese dynasties) • Research in order to find similarities and differences between two or more periods of history (e.g., Ancient Egypt vs Ancient Greece vs Mayans) • Place features of historical events and people from past societies and periods in a chronological framework • Know about the main events from a period of history, explaining the order of events and what happened (e.g., World at War, Tudor period) • Know that many of the early civilizations gave much to the world (e.g., Mayans, Ancient Greeks, Chinese dynasties, Ancient Egyptians) • Understand how stone age people hunted for their food and what they ate • Understand significant events in modern history (e.g., Titanic disaster, World Wars)