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**HISTORY KNOWLEDGE, SKILLS & UNDERSTANDING**

***Churchfield Primary School***

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**National Curriculum Content**

**Purpose of Study & Aims**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## Aims

The national curriculum for history aims to ensure that all pupils:

* 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
* 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
* gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
* understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
* understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
* gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Key Stage 1**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
* events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
* 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]
* significant historical events, people and places in their own locality.

**Key Stage 2**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

* changes in Britain from the Stone Age to the Iron Age
* the Roman Empire and its impact on Britain
* Britain’s settlement by Anglo-Saxons and Scots
* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
* a local history study
* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
* 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
* Ancient Greece – a study of Greek life and achievements and their influence on the western world
* 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.

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| **YEAR 1 HISTORY** | | |
| **Chronological Understanding** | **Knowledge & Interpretation** | **Historical Enquiry** |
| * Can they put up to three objects in   chronological order (recent history)?   * Can they use words and phrases like: old, new and a long time ago? * Can they tell me about things that happened when they were little? * Can they recognise that a story that is read to them may have happened a long time ago? * Do they know that some objects   belonged to the past?   * Can they retell a familiar story set in the past? * Can they explain how they have changed since they were born? * Can they put up to five objects/events in chronological order (recent history)? * Can they use words and phrases like: very old, when mummy and daddy were little? * Can they use the words before and after correctly? * Can they say why they think a story was set in the past? | * Do they appreciate that some famous people have helped our lives be better today? * Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? * Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? * Can they begin to identify the main differences between old and new objects? * Can they identify objects from the past, such as vinyl record? * Can they explain why certain objects were different in the past, e.g., iron, music systems, televisions? * Can they tell us about an important historical event that happened in the past? * Can they explain differences between past and present in their life and that of other children from a different time in history? * Do they know who will succeed the queen and how the succession works? | * Can they ask and answer questions   about old and new objects?   * Can they spot old and new things in a picture? * Can they answer questions using a artefact/ photograph provided? * Can they give a plausible explanation about what an object was used for in the past? * Can they answer questions using a range of artefacts/ photographs provided? * Can they find out more about a famous person from the past and carry out some research on him or her? |

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| **YEAR 2 HISTORY** | | |
| **Chronological Understanding** | **Knowledge & Interpretation** | **Historical Enquiry** |
| * Can they use words and phrases like: before I was born, when I was younger? * Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? * Can they use the words past and present correctly? * Can they use a range of appropriate words and phrases to describe the past? * Can they sequence a set of events in chronological order and give reasons for their order? * Can they sequence a set of objects in chronological order and give reasons for their order? * Can they sequence events about own life? * Can they sequence events about the life of a famous person? * Can they try to work out how long ago an event happened? | * Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? * Can they explain how their local area was different in the past? * Can they recount some interesting facts from an historical event, such as where the fire of London started? * Can they give examples of things that are different in their life from that of their grandparents when they were young? * Can they explain why Britain has a special history by naming some famous events and some famous people? * Can they explain what is meant by a * parliament? * Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? * Can they explain why someone in the past acted in the way they did? * Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? * Can they explain what is meant by a   democracy and why it is a good thing? | * Can they find out something about the past by talking to an older person? * Can they answer questions by using a specific source, such as an information book? * Can they research the life of a famous Briton from the past using different resources to help them? * Can they research about a famous event that happens in Britain and why it has been happening for some time? * Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? * Can they say at least two ways they can find out about the past, for example using books and the internet? * Can they explain why eye-witness accounts may vary? * Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time? |

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| **YEAR 3 HISTORY** | | |
| **Chronological Understanding** | **Knowledge & Interpretation** | **Historical Enquiry** |
| * Can they describe events and periods using the words: BC, AD and decade? * Can they describe events from the past using dates when things happened? * Can they describe events and periods   using the words: ancient and century?   * Can they use a timeline within a specific time in history to set out the order things may have happened? * Can they use their mathematical knowledge to work out how long ago events would have happened? * Can they set out on a timeline, within a given period, what special events took place? * Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? | * Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? * Can they begin to picture what life would have been like for the early settlers? * Can they recognise that Britain has been invaded by several different groups over time? * Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? * Can they suggest why certain events happened as they did in history? * Can they suggest why certain people acted as they did in history? * Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? * Can they appreciate that war/s would inevitably have brought much distress and bloodshed? * Do they have an appreciation that wars start for specific reasons and can last for a very long time? * Do they appreciate that invaders were often away from their homes for very long periods and would have been ‘homesick’? | * Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? * Can they use various sources of evidence to   answer questions?   * Can they use various sources to piece together information about a period in history? * Can they research a specific event from the past ? * Can they use their ‘information finding’ skills in writing to help them write about historical information? * Can they through research identify similarities and differences between given periods in history? * Can they begin to use more than one source of information to bring together a conclusion about an historical event? * Can they use specific search engines on the Internet to help them find information more rapidly? |

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| **YEAR 4 HISTORY** | | |
| **Chronological Understanding** | **Knowledge & Interpretation** | **Historical Enquiry** |
| * Can they plot recent history on a timeline using centuries? * Can they place periods of history on a timeline showing periods of time? * Can they use their mathematical skills to round up time differences into centuries and decades? * Can they use their mathematical skills to help them work out the time differences between certain major events in history? * Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? | * Can they explain how events from the past has helped shape our lives? * Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences? * Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? * Do they recognise that the lives of wealthy people were very different from those of poor people? * Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? * Can they recognise that people’s way of life in the past was dictated by the work they did? * Do they appreciate that the food people ate was different because of the availability of different sources of food? * Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? * Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? | * Can they research two versions of an event and say how they differ? * Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? * Can they give more than one reason to support an historical argument? * Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? * Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? |

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| **YEAR 5 HISTORY** | | |
| **Chronological Understanding** | **Knowledge & Interpretation** | **Historical Enquiry** |
| * Can they use dates and historical language in their work? * Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? * Can they use their mathematical skills to work exact time scales and differences as need be? * Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. | * Can they describe historical events from the different period/s they are studying/have studied? * Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? * Can they explain the role that Britain has had in spreading Christian values across the world? * Can they begin to appreciate that how we make decisions has been through a Parliament for some time? * Do they appreciate that significant events in history has helped shape the country we have today? * Do they have a good understanding as to how crime and punishment has changes over the years? * Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at? | * Can they test out a hypothesis in order to answer a question? * Do they appreciate how historical artefacts has helped us understand more about British lives in the present and past? * Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries? |

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| **YEAR 6 HISTORY** | | |
| **Chronological Understanding** | **Knowledge & Interpretation** | **Historical Enquiry** |
| * Can they say where a period of history fits on a timeline? * Can they place a specific event on a timeline by decade? * Can they place features of historical events and people from past societies and periods in a chronological framework? * Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? | * Can they summarise the main events from a specific period in history, explaining the order in which key events happened? * Can they summarise how Britain has had a major influence on world history? * Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? * Can they describe features of historical events and people from past societies and periods they have studied? * Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? * Can they suggest relationships between causes in history? * Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? * Can they trace the main events that define Britain’s journey from a mono to a multi-cultural society? | * Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? * Can they identify and explain their understanding of propaganda? * Can they describe a key event from Britain’s past using a range of evidence from different sources? * Can they suggest why there may be different interpretations of events? * Can they suggest why certain events, people and changes might be seen as more significant than others?   Can they pose and answer their own historical questions? |

**Assessment Criteria**

The following criteria should be used as a ‘best fit’ model. Teachers should consider whether or not a pupil is working towards meeting the KPIs, has met the KPIs or is exceeding the KPIs.

It is critical that pupils have depth to their learning, and can apply the KPIs independently in a range of scenarios.

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| **HISTORY ASSESSMENT KPIs** | |
| **As a Year 1 historian…** | **As a Year 2 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. |

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| **HISTORY ASSESSMENT KPIs** | |
| **As a Year 3 historian…** | **As a Year 4 historian…** |
| * 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. | * 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. |

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| **HISTORY ASSESSMENT KPIs** | |
| **As a Year 5 historian…** | **As a Year 6 historian…** |
| * 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. |