



High Aspirations, Bright Futures

Meadowhead Juniors Primary School

History Knowledge and Skills Overview



History Knowledge and Skills Overview	
EYFS	<ul style="list-style-type: none">• Understand the concept of 'then' and 'now'.• Understand the concept of 'old' and 'new'.• Discuss the history behind some significant events.• Link some significant individuals to past events.• Investigate own timeline with key events in their own lives.• Learn about the lives of some inspiration people
KS1	<p><u>Key stage 1</u></p> <p>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.</p> <p>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.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life



High Aspirations, Bright Futures

Meadowhead Juniors Primary School

History Knowledge and Skills Overview



- 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.



We aim to work closely with colleagues at Meadow Infant School to ensure that our curriculum builds on the work undertaken during key stage one and EYFS.



	<i>Chronology</i>	<i>Events, people and changes</i>	<i>Interpretation, enquiry and using sources</i>	<i>Communication</i>
Year 3	<ul style="list-style-type: none"> ▪ Use specialist dates and terms, and place topics studied into different periods (century, decade, Egyptian, BC, AD...). ▪ Make some links between and across periods, such as the differences between clothes, food, buildings or transport – stone age to iron age settlements 	<ul style="list-style-type: none"> ▪ Understand some of the ways in which people's lives have shaped this nation – crime and punishment ▪ Understand some significant aspects of history – nature of ancient civilisations (trade); expansion of empires; characteristic features of non- 	<p>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</p> <ul style="list-style-type: none"> ▪ Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. 	<ul style="list-style-type: none"> ▪ Use dates and terms with increasing accuracy ▪ Discuss different ways of presenting information for different purposes/ audiences ▪ Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.



High Aspirations, Bright Futures

Meadowhead Juniors Primary School

History Knowledge and Skills Overview



	<ul style="list-style-type: none">Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time - Stone age to iron age	European societies; achievements and follies of mankind.	<ul style="list-style-type: none">Understand some of the methods of historical enquiry, how evidence is used to make historical claims.Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may existUnderstand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.	<ul style="list-style-type: none">Use dates and terms correctly.Discuss most appropriate way to present information, realising that it is for an audience.Use subject specific words such as monarch, settlement, punishment
Year 4	<ul style="list-style-type: none">Use specialist dates and terms, and place topics studied into different periods (century, decade, Roman, BC, AD...) – Ribchester focus	<ul style="list-style-type: none">Understand some of the ways in which people's lives have shaped our local area. – James Hargreaves	Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.	<ul style="list-style-type: none">Use dates and terms with increasing accuracy



High Aspirations, Bright Futures

Meadowhead Juniors Primary School

History Knowledge and Skills Overview



	<ul style="list-style-type: none">▪ Make some links between and across periods, such as the differences between clothes, food, buildings or transport.▪ Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. – Ancient Greece and The Roman Empire	<ul style="list-style-type: none">▪ Describe how our local area has been influenced by the Industrial revolution -Spinning Jenny▪ Understand some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind – Ancient Greece & The Roman Empire	<ul style="list-style-type: none">▪ Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims.▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist’s pictures, museum displays, written sources).▪ Understand how our knowledge of the past is constructed from a range of different sources and that	<ul style="list-style-type: none">▪ Discuss different ways of presenting information for different purposes/ audiences▪ Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.▪ Use dates and terms correctly.▪ Discuss most appropriate way to present information, realising that it is for an audience.▪ Use subject specific words such as monarch, settlement, invader.
--	---	---	--	---



High Aspirations, Bright Futures

Meadowhead Juniors Primary School

History Knowledge and Skills Overview



			different versions of past events may exist, giving some possible reasons for this.	
Year 5	<ul style="list-style-type: none">▪ Sequence events and periods using appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...).▪ Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts – local history industrial revolution▪ Analyse connections, trends and contrasts over time.	<ul style="list-style-type: none">▪ Understand significant aspects of history – The slave trade<ul style="list-style-type: none">▪ Gain historical perspective by placing their growing knowledge into different contexts... industrial revolution and slave trade▪ Establish a narrative showing connections and trends within and across periods of study.▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes – the slave trade▪ Present a clear narrative within and across periods that notes connections, contrasts and trends over time	<ul style="list-style-type: none">▪ Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.▪ Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims.▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.	<ul style="list-style-type: none">▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.



High Aspirations, Bright Futures

Meadowhead Juniors Primary School

History Knowledge and Skills Overview



			<ul style="list-style-type: none">▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.	
Year 6	<ul style="list-style-type: none">▪ Sequence events and periods using appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...) – Early Islam▪ Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time - Viking vs Anglo- Saxons▪ In depth study of different periods, using appropriate	<ul style="list-style-type: none">▪ Understand significant aspects of history – World War 2<ul style="list-style-type: none">▪ Gain historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history World War 2▪ Establish a narrative showing connections and trends within and across periods of study.	<ul style="list-style-type: none">▪ Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.▪ Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.	<ul style="list-style-type: none">• Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.▪ Produce detailed structured work to select and deploy information and make appropriate use of



High Aspirations, Bright Futures

Meadowhead Juniors Primary School

History Knowledge and Skills Overview



	<p>vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...) – World War 2</p> <p>▪ Analyse connections, trends and contrasts over time – Viking vs Anglo- Saxons</p>	<p>▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. – Early Islam</p> <p>▪ Present a clear narrative within and across periods that notes connections, contrasts and trends over time</p>	<p>▪ Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</p> <p>▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</p> <p>▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</p> <p>▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</p>	<p>historical terminology and contrasting evidence.</p>
--	---	---	--	---