

# St. Columba's Catholic Primary School

Every Person is Precious to God



## History Key Knowledge and Skills 2019-2020

<p>Links to the National Curriculum:</p> <ul style="list-style-type: none"> <li>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. 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.</li> </ul> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>significant historical events, people and places in their own locality</li> </ul>	Year 1	History
Can they use words and phrases like: old, new and a long time ago?	Year 1	History
Can they recognise that some objects belonged to the past?	Year 1	History
Can they found out something about the past by talking to an older person?	Year 1	History
Can they spot old and new things in a picture?	Year 1	History
Can they ask and answer questions about old and new objects?	Year 1	History
Can they give examples of things that are different in their life from that of their grandparents when they were young?	Year 1	History
Can they spot old and new things in a picture?	Year 1	History
Can they give a plausible explanation about what an object was used for in the past?	Year 1	History
Can they use words and phrases like: very old, when mummy and daddy were little?	Year 1	History
Challenge- Can they put up to five objects / events in chronological order (recent history) ?	Year 1	History
Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?	Year 1	History
Can they explain the differences between past and present in their life and that of other children from a different time in history?	Year 1	History
<p>Links to the National Curriculum:</p> <ul style="list-style-type: none"> <li>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. They should ask and answer questions, choosing and using parts of stories and other</li> </ul>	Year 2	History

<p>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>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> <li>• significant historical events, people and places in their own locality</li> </ul>		
Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?	Year 2	History
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?	Year 2	History
Can they answer questions by using specific source such as an informative book?	Year 2	History
Can they research the life of a famous person from the past using different resources to help them?	Year 2	History
Can they sequence a set of events in chronological order and give reasons for their order?	Year 2	History
Can they sequence events about the life of a famous person?	Year 2	History
Challenge - Can they explain how their local area was different in the past?	Year 2	History
Can they research the life of someone who used to live in the area using internet and other sources to find out about them?	Year 2	History
Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?	Year 2	History
<p>Links to the National Curriculum:</p> <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• They should note connections, contrasts and trends over time.</li> <li>• They should regularly address questions about change, similarity and difference.</li> </ul> <p>Pupils should be taught about</p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	Year 3	History
Can they use a timeline within a specific time in history to set out the order things may have happened?	Year 3	History
Can they use their mathematical knowledge to work out how long ago events would have happened?	Year 3	History
Do they know that Britain has been invaded by several different groups over time?	Year 3	History
Can they research what it was like for children in a given period from the past and use photographs and illustrations to present their findings?	Year 3	History
Do they recognize that the lives of wealthy people were very different from those of poor people?	Year 3	History
Can they use their 'information finding' skills in writing to help them write about historical information?	Year 3	History
Can they through research identify similarities and differences between given periods in history?	Year 3	History

Challenge -Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?	Year 3	History
Can they use specific search engine Internet to help them find information more rapidly?	Year 3	History
Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?	Year 3	History
Links to the National Curriculum: <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• They should note connections, contrasts and trends over time.</li> <li>• They should regularly address questions about change, similarity and difference.</li> </ul> Pupils should be taught about: <ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain</li> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</li> </ul>	Year 4	History
Can they plot history on a timeline using centuries?	Year 4	History
Can they use their mathematical skills to round up time differences into centuries and decades?	Year 4	History
Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?	Year 4	History
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?	Year 4	History
Can they explain how events from the past have helped shape our lives?	Year 4	History
Can they research two versions of an event and say how they differ?	Year 4	History
Challenge- Can they recognise that people's way of life in the past was dictated by the work they did?	Year 4	History
Do they appreciate that the food people ate was different because of the availability of different sources of food?	Year 4	History
Do they appreciate that weapons will have changed by developments and inventions that would have occurred within a given time period?	Year 4	History
Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Link to what has been done previously in Y3	Year 4	History
Can they describe events from the past using dates when things happened?	Year 4	History
Links to the National Curriculum: <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• 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</li> <li>• Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• 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 and Mayan civilization c. AD 900.</li> </ul>	Year 5	History
Can they draw a timeline with different time periods outlined which shows different information, such as, periods of history, when famous people lived, etc?	Year 5	History
Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?	Year 5	History
Can they explain how their locality has changed over time? WW1 to the Space Age	Year 5	History
Can they test out hypothesis in order to answer questions using primary and secondary sources?	Year 5	History
Do they have a good understanding as to how crime and punishment has changed over the years? WW1 to the Space Age	Year 5	History

Challenge- Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?	Year 5	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?	Year 5	History
Can they trace the main events that define Britain's journey from mono to a multi-cultural society?	Year 5	History
Links to the National Curriculum: <ul style="list-style-type: none"> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• 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</li> <li>• Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	Year 6	History
Can they place features of historical events and people from the past societies and periods in a chronological framework?	Year 6	History
Can they summarise the main events from a specific period in history, explaining the order in which key events happened?	Year 6	History
Can they summarise how Britain has had a major influence on world history? World War 2	Year 6	History
Can they summarise how Britain may have learnt from other countries and civilizations through time gone by and more recently? Ancient Greece	Year 6	History
Can they describe features of historical events and people from past societies and periods they have studied?	Year 6	History
Can they recognize and describe differences and similarities / changes and continuity between different periods in history? Ancient Greece	Year 6	History
Can they begin to appreciate that how we make decisions has been through Parliament for some time? Ancient Greece	Year 6	History
Can they identify and explain their understanding of propaganda? World War 2	Year 6	History
Can they describe a key event from Britain's past using a range of evidence from primary and secondary sources? World War 2	Year 6	History
Challenge- Can they suggest relationships between the causes of history?	Year 6	History
Can they suggest why certain events, people and changes might be seen as more significant than others?	Year 6	History
Do they appreciate how plagues and other major events have created huge differences to the way medicine and health care was looked at? Blood Heart	Year 6	History