



Knowledge and skills

	Programme of Study (National Curriculum)	Core knowledge	Specific knowledge
Year 1	<ul style="list-style-type: none"> Learn about 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. 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. Learn about changes within living memory. Where appropriate, these should be used to reveal 	<ul style="list-style-type: none"> Significant historical events include those that cause great change for large numbers of people. key features of significant historical events include the date it happened, the people and places involved, and the consequences of the event. A person who is historically significant has made big changes in their lifetime has been a good or bad role model were known in their lifetime, made people's lives better or worse, or change the way people think. Sequencing words such as first, next, finally, then an after that can be used to order information chronologically. identifying similarities and differences. Helps us to make comparisons between life now and in the past. Significant historical events include those that cause great change for large numbers of people. 	<ul style="list-style-type: none"> The Great Fire of London was a major fire that destroyed a large area of London in 1666. A fire began in a bakery on Pudding Lane. Monument was built near to put in line to commemorate the Great Fire. Queen Elizabeth the second is the current monarch of the United Kingdom.

	<p>aspects of change in national life.</p> <ul style="list-style-type: none"> • Learn about events beyond living memory that are significant nationally or globally. • Learn about significant historical events, people and places in their own locality. • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • 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. 	<ul style="list-style-type: none"> • Stories, pictures and role play are used to help people learn about the past, understand key events, and empathise with historical figures. A monarch is a king or queen who rules a • historical artefacts are objects that were made and used in the past to shape and material of the object can give clues about when and how it was made and Used • historical sources include artefacts, written accounts, photographs and paintings. • Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. 	
	<p>Skills</p> <p>Describe a significant historical event in British history</p> <p>Identify some key features of a significant historical event beyond living memory</p> <p>Understand the term significant and explain why a significant individual is important</p> <p>Order information on a timeline</p> <p>Identify similarities and differences between ways of lie within or beyond living memory</p> <p>Create stories, pictures, independent writing and role play about historical events, people and periods</p>		

	<p>Describe the role of the monarch</p> <p>Use a range of historical artefacts to find out about the past</p> <p>Express and opinion about a historical source</p> <p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it</p>		
Year 2	<ul style="list-style-type: none"> Learn about events beyond living memory that are significant nationally or globally. Learn about 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. 	<ul style="list-style-type: none"> Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment may be similar or different to those used and enjoyed by people today. A historical period is an error or a passage of time that happens in the past for example victorian britain is a period in british history Historical Models such as Darwin's model and diamond ranking help us to organise and sort historical information. important individual achievements include great discoveries an actions that have helped many 	<ul style="list-style-type: none"> Jobs in Whitby's passed include shipbuilding, factory working, fishing and jet working. Captain James Cook was a significant naval explorer, born 27 October 1728. He lived, worked and sailed from Whitby.
	<p>Skills</p> <p>Describe the everyday lives of people in a period within or beyond living memory</p> <p>Describe what it was like to live in a different period</p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual</p> <p>Describe and explain the importance of a significant individual's achievements on British history</p>		
Year 3	<ul style="list-style-type: none"> Learn about changes in Britain from the Stone Age to the Iron Age. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: 	<ul style="list-style-type: none"> Historically valid questions related to aspects such as significant time in chronology, continuity and change comparing and contrasting or cause inconsequence. The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happened after the event and 	<ul style="list-style-type: none"> Mary Anning was a palaeontologist (scientist who studies fossils] She discovered the first complete Ichthyosaur fossil this was an important discovery because it challenged the way scientists had believed the natural world had developed.

	<p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <ul style="list-style-type: none"> • 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. • Learn about the Roman Empire and its impact on Britain. Conduct a local history study. 	<p>can be short term, such as people being killed in a battle or long term, such as the change in language. An SoC after an invasion.</p> <ul style="list-style-type: none"> • It is Diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical resource materials are more reliable than others. • Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze to make tools, weapons and objects, and the creation of large settlements and social hierarchy, Iron Age, life. is defined by the use of Metals, including iron, to make stronger, more effective tools and weapons and fine decorative objects. Farming became more efficient and religion was an important part of life. • Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter gatherer lifestyle communities created permanent settlements made up of a number of families farmed to produce food made and used pottery developed tools and weapons, and created burial mounds and monuments. • the lives of people in the Stone Age. Bronze Age and Iron Age changed and developed overtime due to the discovery and use of the materials. Stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. 	<ul style="list-style-type: none"> • Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in a D79, the archaeological site of Pompeii is historically significant because it provides a large amount of information about Roman life. • the stone age is named after the materials humans used to make their tools and weapons during this time life changed And became more sophisticated as new tools, homes and food producing techniques were invented. • The Bell Beaker folk introduced metal working bell, Beaker Pottery, and new religious beliefs to Britain. • The Amesbury Archer, is the name given to a set of Bronze Age human remains found in Amesbury, Wiltshire. The remains were buried with objects including Flint arrowheads and metal working tool and Bell Beaker pottery. • Hill forts for Iron Age settlements that were built on top of a hill. The height of a hill Fort gave tries people a good view of the surrounding area and the ditch is an ramparts around the edge provided protection. • The Iron Age ended in 8043 when the Roman emperor Claudius successfully invaded Britain. • In the Bronze Age, for the first time in Britain there was a. Difference between
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<p>Skills</p> <p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them</p> <p>Explain the cause and effect of a significant historical event</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact</p> <p>Describe the everyday lives of people from past historical periods</p> <p>Describe the roles of tribal communities and explain how this influenced everyday life</p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age</p> <p>Describe ways in which human invention and ingenuity have changed how people live</p> <p>Describe how a significant event or person in British History changed or influenced how people live today</p> <p>Sequence dates and information from several historical periods on a timeline</p> <p>Explain the similarities and differences between two periods of history</p> <p>Summarise how an aspect of British or world history has changed over time</p> <p>Use historical terms to describe different periods of time</p> <p>Explain the cause and effect of a significant historical event</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact</p> <p>Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling</p> <p>Describe the hierarchy and different roles in past civilisations</p> <p>Describe the significance and impact of power struggles on Britain</p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p>			

Describe the achievements and influence of the ancient Romans on the wider world
Explain the cause, consequence and impact of invasion and settlement in Britain
Analyse a range of historical information to explain how a national or international event has impacted the locality
Describe ways in which human invention and ingenuity have changed how people live
Describe how a significant event or person in British history changed or influenced how people live today
Sequence dates and information from several historical periods on a timeline
Devise or respond to historically valid question about a significant historical figure and suggest or plan ways to answer them
Make choices about the best ways to present historical accounts and information
Explain the cause and effect of a significant historical event
Make deductions and draw conclusions about the reliability of a historical source or artefact
Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources
Ask well composed historical questions about aspects of everyday life in ancient periods.