



Park View Primary School

History Knowledge and Skills Coverage



Early Years Curriculum	Aspects of the Early Years Framework that mostly lay the foundations for history in the National Curriculum are from Understanding the world: Past and Present	
	Knowledge	Skills
Nursery	They have changed over time Each day has a date (day, number, month and year) They have parents They have special times, places and people We have words that show the passing of time (now, next, then, before)	Showing what is special to them Hear and begin to answer when questions Showing a preference for things and activities Talk about what has happened Show an understanding of what might happen next
Reception	We live in (2022) and the year they were born A date is used to show when something has/will happen(ed) People and places change overtime Some things stay the same over time We live in England (Britain) – There are lots of towns in England/Britain and countries around the world We have a Queen or King People have parents, grandparents, great-grandparents and they lived in the past, life was different in some ways Some people are important because of what they do or say That we make choices and that leads to other events/choices We remember and/or celebrate some events It is ok to have different ideas/opinions	Putting events/days/activities into order (Chronology) Recognising familiar and different features/details (Change & continuity/ characteristic features) Saying what they like/don't like (Significance/ interpretation) Saying what they think is happening (interpretation) Prioritise objects, Ideas, items etc (significance) Ask and answer questions (Interpretation/enquiry) Begin to give reasons for their answers to questions (significance/ Interpretation/ enquiry) Recognise how one action leads to another (cause and consequence)

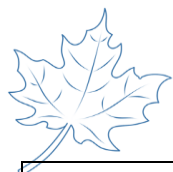
Year 1	Our school in the past  	Significant events beyond living memory The Great fire of London  	Changes within and beyond living memory Transport   
	Knowledge	Knowledge	Knowledge
	How a baby/toddler is different to a 4/5 year old Their birthday The names of their parents and grand parents Name 2 people who are important to them	When was the Great Fire of London? The possible causes of the fire Reasons why the spread so far and caused so much damage Who is Samuel Pepys and why is his diary important? What do people think about the role of the King during the fire?	Name one historic seaside town in Hampshire Identify some items associated with the seaside in Victorian times Identify some items associated with the seaside in mid-20 th Century (time of their grandparents) Identify some items associated with the seaside today Explain how a seaside town has changed over time How people travel(led) to the seaside.
Skills	Change and Continuity What has changed about our school? What has stayed the same? Can match old objects to people from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary. Historical Interpretation Why do we have different thought about school in the past? Can identify and talk about different accounts of real historical situations. Can recognise people can tell different stories about the same event.	Cause and Consequence Why did the Great Fire of London destroy so many homes? Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions. Significance Why is Samuel Pepys important? Why is King Charles II important? Can recognise that Pepys Diary in an important source for historians. Can talk about the King's role in fighting the fire and helping get response moving.	Chronology When did different transport start to be used? Creates simple timelines to sequence types of transport. Confidently use vocabulary associates with the past e.g. old and new, then and now Characteristic Features Which period do historical artefacts belong in? Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today.
	Historical Enquiry Can talk about similarities and differences between two or more historical terms. Can talk about past events and use annotations or captions /yll(maybe scribed) to identify important features of picture sources, artefacts etc		
Year 2	Significant individuals Florence Nightingale and Mary Seacole  	Local History The Titanic  	Significant Individuals Queen Elizabeth I, Queen Victoria and Queen Elizabeth II   
	Knowledge	Knowledge	Knowledge
	Birth date and place of Florence and Mary Florence interest in nursing, her supporters role in setting up in Turkey and her role in transforming patient care Mary's early learning from the women in her family, her hospitality, determination to serve the soldiers of the Crimea, setting up her own hospital, resistance from others and the caring for all soldiers. How the newspaper wrote about each woman How they are remembered, their death and burials.	The dates of the Titanic's launch and first journey Timings of the events surrounding the disaster The names of the owner of Red Star and the captain Why the disaster led to the deaths of so many Who were the passengers on board from Basingstoke and what happened to them What were the consequences of the Titanic disaster?	The birth, accession and death dates for the three Queens The names of their consorts and children Their main royal residence Key developments during their reign (transport and life for everyday people) Characteristic features including housing, clothes and education Why they were successful monarchs and why do we remember them?
Skills	Significance Why is Florence/Mary significant? Can recognise and talk about who was important e.g. in a simple historical account. Historical Interpretation Why do we have different points of view about Florence/Mary? Can identify and talk about differences in accounts relating to people or events both from time (primary sources) and present (secondary sources)	Chronology (timelines for a short period) What are the key dates and times in the Titanic disaster? Realises that historians use dates to describe events. Use phrases describing intervals of time. <i>E.g. before, after, at the same time etc</i> Cause and Consequence Why did so many Titanic passengers die? How did people try to prevent it happening again? Can describe in simple terms the causes and/or consequences of an important historical event offering more than one examples of its results.	Characteristic features What was it like during the reign of Elizabeth I/ Victoria compared to today? Recognises and describes in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations. Change and Continuity What was it like during the reign of Elizabeth I/ Victoria compared to today? Can talk about similarities and differences; not just between <i>then</i> and <i>now</i> but between <i>then</i> and another <i>then</i> . Significance Why is Elizabeth I/Victoria/Elizabeth II significant? Can recognise and talk about who was important e.g. in a simple historical account.
	Historical Enquiry Can gather information from simple sources to ask and answer questions about the past. Can explain events and actions rather than just tell a story.		



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At Park View Primary we teach the aspects of British history in uninterrupted chronological order, included extending the time line beyond 1066 through the Norman and Tudor periods to the Civil War in our local history study. We then return to this learning through our Upper Key Stage 2 units, this is designed to allow our children to call on previously learnt information for wider context and comparison.

Year 3	Changes in Britain from the Stone Age to the Iron Age		Like and Legacy of Roman Britain	
	Pre-historical periods and life in Neolithic Skara Brea 	Life in Bronze Age and Iron Age Britain    	   	
Knowledge	The dates of the Pre-historic periods in Britain (Neo-lithic, Bronze Age and Iron Age) That we learn about pre-historical periods through archaeological finds. The key features of the Neo-lithic age The introduction and impact of farming The location and significance of Skara Brea The features and artefacts of a Skara Brea house	The changes in Bronze Age Britain and what is Bronze The finds with the Amesbury Archer and what they tell us about life in BA Britain The arrival of some animals from mainland Europe and the Beaker people The significance and impact of iron Types of settlement in the Iron Age What life was like on Danebury hillfort in the Iron Age Food and tools of the periods.	The push and pull factors behind the Roman invasion of Britain The dates and Emperors that invaded The location of large Roman towns Life in roman Britain: homes, leisure, roads, political systems, urban development When and why the Romans withdrew the legacies the Romans left behind.	
Skills	Chronology When were the British Iron, Bronze and Neolithic ages? Uses & Understands phrases such as ‘over three hundred years ago’ and AD/BC or BCE/CE Historical Interpretation (Archaeology) Why do historians/archaeologists have different views about the periods? Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.	Change and Continuity How did life in Britain changes during the prehistoric periods? Can describe some changes in history over a period of time and identify some things which stayed the same. Characteristic features What was life like in the British Bronze and Iron Ages? Can describe main features associated with the period/civilisation studied, most using period specific language.	Significance What changes did the Romans bring to Britain that remain today? Understands that events, people and developments are considered significant if they resulted in change (had consequence for people at the time and/or over time) Cause and consequence Why did Rome invade Britain? What impact did the Roman invasion have in Britain? Can describe the cause and/or consequence of an important historical event offering more than one example of its results.	
	Historical Enquiry Can describe in simple how sources reveal important information about the past. Recognise that the absence of certain types of sources can make it more difficult to draw conclusions.			
Year 4	Britain’s settlement by Anglo –Saxons    		Anglo Saxons and Viking struggle for England   	
Knowledge	Can give and record dates of invasions, including when the 3 minor kingdoms merged into the 4 major. Knows the four main Anglo-Saxon kingdoms of East Anglia, Mercia, Northumbria and Wessex. Additional kingdoms of Essex, Kent and Sussex. Identifies Winchester as the Capital of Wessex Compares the fortified towns/commercial centres with rural settlements. Can name centres of Christianity including: Canterbury, Iona and Lindisfarne. Identify key people: King Athelburt, Queen Bertha, Pope Gregory, Bede, Cuthbert, Augustine and Columba. The impact of Christianity on the Anglo-Saxon Kingdoms.		Key events from the first Viking invasion until 1066. Children can explain the consequence of The battle between Alfred and Guthrum in 878AD The different methods of conquest and rule of King Cnut’s and Guthrum or Olaf. Why the church was so influential at the time. Who was Edward the Confessor and why he is seen as an important king of England.	
	Significance Who was a significant Anglo-Saxon ruler and why? Can identify significance reveals something about history or contemporary life. Change and Continuity How did life change during the Anglo-Saxon period? Can describe and give some explanations of a range of changes at particular points in history while some things remained the same. Can explain why changes in different places might be connected in some way.		Cause and Consequence Why did the Vikings invade and settle in Britain? What impact did the Vikings have on Britain? Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action. Historical Interpretation Why have historians understanding of the Vikings changed over time? Can describe how different interpretations arise. Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.	
Skills			Characteristic features What was life like in Basing House in the Norman and Tudor periods? What was life like during the Civil War? Can give simple explanations that not everyone in the past lived in the same way. Consistently uses period specific language. Chronology What are the key periods of British history that were reflected in Basing House’s development and decline? Begin to understand historical periods overlap each other and vary in length. Use more precise chronological language.	
	Historical Enquiry Can describe and question the origins and purposes of sources using knowledge of periods and civilisations. Asks perceptive questions. Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis.			
Year 5	Comparison of Ancient Civilisations    		An aspect of life from an Ancient Civilisation Burial practises and belief in Ancient Egypt     	
Knowledge	Focussing on the Shang Dynasty, Ancient Egypt (focusing on the 18 th Dynasty), Ancient Sumer and Ancient Indus Valley. The locations and the main river(s) at the centre of the civilisations Dates of the civilisations and comparisons to life in Britain How each civilisation was ruled, food, currency and high value good. Looking at the burial sites and artefacts from each civilisation.		The burial practices of the Old, Middle and New Kingdoms. Pyramids, goods and human sacrifice (old kingdom) in early practices. Tombs in rocks focus on Thebes for Middle Kingdom and Valley of the Kings for Old Kingdom Artefacts found in tombs their purpose/significance What is the book of the dead Gods and their role in the after life Hierarchy of Ancient Egyptian Society and how it is reflected in the burials.	
			The dates of the civilisation and the golden age. Athenian Democracy – when it was introduced, how it worked, who was able to vote. Voting process and leadership structure. Greek plays and drama – ideas and phrases that still endure today Architecture.	
				What is meant by American Civil Rights? Some of the historical reasons for why black people were treated differently, especially in the American South. The placement of NASA in the South and the proactive steps taken to recruit African-Americans Recognise some key figures of the Civil Rights Movement and Black NASA employees



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		Location and key details of three city states (Athens, Spata & one other)		
Skills	Chronology When and where were the Ancient Civilisations? Understand that past civilizations overlap with others in different parts of the world, and that their respective durations vary. Characteristic features How can we identify the Ancient Civilisations? Understand that some past civilizations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of a period/civilization studied and others previously studied	Interpretation How are tombs and the book of the dead interpreted? Understands that different accounts of the past emerge for various reasons – different people might give a different emphasis. Understands that some interpretations are more reliable than others.	Significance What is the significance of the legacies of Ancient Greece? Which Legacy is the most significant? Can use criteria to make judgements as to the significance of events, people or developments with in a particular historical narrative. Interpretation Why do historians have differing opinions about the legacy of Ancient Greece? Understands that different accounts of the past emerge for various reasons – different people might give a different emphasis. Understands that some interpretations are more reliable than others.	Change and continuity How was NASA instrumental to the American Civil Rights movement? Can give simple explanations with simple examples if why change happened during particular events/periods. Understands that there are usually a combination of reasons for change. Understands that changes do not impact everyone in the same way at the same time
	Historical Enquiry Can explain with examples why a source might be unreliable. Can construct simple reasoned arguments about aspects of events, periods and civilisations studied.			
Year 6	A non-European society c.900AD Islamic Golden Age Baghdad   		Theme of British history the extends beyond 1066 Crime and Punishment  	
Knowledge	The location of Baghdad and the spread of the Early Islamic Civilisation. Key dates for the EIC and how it was ruled by Caliphs The layout and key features of Golden Age Baghdad The purpose on importunate of the House of Wisdom Some of the scientific discoveries of the EIC How many Ancient texts were preserved within the EIC? The legacy and significance of the EIC.		With a focus on the role of the Tower of London. The key periods of British history from 1066 to today: Norman, Wars of the Roses, Tudors, Civil War, Georgians, Victorians and Modern era. How Normans changed the rule of law and the punishment for crimes The punishment for treason and supporting the wrong side in the Wars of the Roses. Religion as a crime in the Tudor period Changes of law and punishment during the Protectorate Ending public punishments, ending of hung, drawn and quartered End of capital punishment Impact of the printed press focus n poaching crimes an punishments The introduction and fairness of the Poor Law and transportations t Australia Development of the police force,	
Skills	Characteristic features How was Baghdad connected to other civilisations across Eurasia/Africa around 900AD? Can contrast and make some significant links between civilizations/periods studied. Can give reasoned explanations with reference to significant examples of some connections between ways of life in different civilizations and periods studied. Significance What is the most significant legacy of the Early Islamic Civilisation? Can make judgements about historical significance against criteria. Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance) Interpretation Why is the source reliable/unreliable? Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this. Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation.		Cause and Consequence Why were certain crime and punishments introduced or repealed? Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way. Change and continuity How did the rule of law change over time? Understands that changes in different places and periods can be connected. Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly. Chronology When were specific punishment in use? What periods of British history do they coincide with? Can accurately place civilizations/periods studied, in chronological order and may take account of some overlap in duration and intervals between them.	
	Historical Enquiry Can construct reasoned arguments to events, periods or civilizations studied. Can question source reliability with reference to the period or civilization and/or the provenance of a source. Considering why .			