



### Knowledge and Skills – Subject Overview

Subject: History Key Stage: 1		
AREAS	KNOWLEDGE	SKILLS
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>To know where the people and events they study fit within a chronological framework.</li> <li>To know what a timeline is.</li> <li>To know where they exist in time.</li> <li>To understand the concept of the future.</li> <li>To know that events have happened in a certain order.</li> </ul>	<ul style="list-style-type: none"> <li>To identify similarities and differences between ways of life in different periods.</li> <li>Order events they have studied from furthest away to the most recent.</li> <li>Make comparisons between the topics/events they have studied.</li> <li>Read a simple timeline.</li> </ul>
<b>Historical Vocabulary</b>	<ul style="list-style-type: none"> <li>To know and use abstract terms.</li> <li>To know names and places linked to the areas of study.</li> <li>To know words and phrases to indicate periods of time e.g. a long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>To use common words and phrases relating to the passing of time.</li> <li>To use a wide vocabulary of everyday historical terms.</li> <li>To make links between the areas of study using appropriate vocabulary.</li> <li>To use correct historical vocabulary related to the area of study.</li> <li>To justify their answers/opinions using sources or stories.</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>To know methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;</li> <li>To know that questioning develops an understanding of an area being studied.</li> </ul>	<ul style="list-style-type: none"> <li>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>To use methods of historical enquiry, including how evidence is used to make historical claims.</li> <li>To ask simple questions if they are unsure or wish to probe further;</li> <li>To answer questions verbally and in writing</li> </ul>

		related to an area of study.
<b>Historical Knowledge</b>  <b>a) Sources</b> <b>b) Significant Events/People</b>	<ul style="list-style-type: none"> <li>To know historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and frame questions;</li> <li>To 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;</li> <li>To know about changes within recent memory. Where appropriate, these should be used to reveal aspects of change in national life;</li> <li>To know about events beyond living memory that are significant nationally or globally;</li> <li>To know 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;</li> <li>To know significant events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>To identify different interpretations of history e.g. books, visual clips, letters, art work.</li> <li>To comment upon the impact of historical events on themselves e.g. to recognise how a story in history makes them feel.</li> </ul>

<b>Subject: History</b> <b>Key Stage: 2</b>		
AREAS	KNOWLEDGE	SKILLS
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>To know and develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>To know connections, contrasts and trends over time.</li> <li>To know that timelines can be in a variety of forms and have varying detail.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate to their year group, children can place events accurately on increasingly complex and detailed timelines.</li> <li>Children can use specific words and phrases to indicate time.</li> <li>To be able to identify similarities and differences between periods of time.</li> <li>To predict what the future may be like/future</li> </ul>

	<ul style="list-style-type: none"> <li>• To know that events have happened in a certain order.</li> <li>• To know there are similarities and differences between historical periods.</li> </ul>	events.
<b>Historical Vocabulary</b>	<ul style="list-style-type: none"> <li>• To know and use an increasing range of abstract terms.</li> <li>• To know names and places linked to the areas of study.</li> <li>• To know increasingly sophisticated words and phrases to indicate periods of time e.g. a long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop the appropriate use of historical terms.</li> <li>• Use specific words and phrases to indicate time.</li> <li>• Use words related to history in general as well as periods of time e.g. empire, parliament, civilisation.</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>• To know an increasing range of methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• To know that effective questioning develops an understanding of an area being studied.</li> </ul>	<ul style="list-style-type: none"> <li>• To devise historically valid questions about change, cause, similarity and difference and significance.</li> <li>• To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• To use methods of historical enquiry, including how evidence is used to make historical claims.</li> <li>• Ask and answer questions accurately related to the area of study.</li> <li>• Use historical information and a variety of sources to justify their answers and opinions.</li> <li>• Use a variety of historical sources.</li> <li>• Challenge historical sources.</li> <li>• Ask a range of questions that develop understanding about change, cause and significance.</li> </ul>
<b>Historical Knowledge</b>	<ul style="list-style-type: none"> <li>• To know how our knowledge of the past is constructed from a range of sources.</li> <li>• To know a range of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and frame questions.</li> <li>• To gain deeper historical perspective by placing</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of sources.</li> <li>• To comment upon the impact of historical events on a larger body e.g. the people in a country, the development of industry, causation of war etc, linking cause and effect.</li> </ul>

	<p>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;</p> <ul style="list-style-type: none"> <li>• To know about changes in Britain from the Stone Age to the Iron age.</li> <li>• To know about the Roman Empire and its impact on Britain.</li> <li>• To know about Britain's settlement by Anglo-Saxons and Scots.</li> <li>• To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>• To know about a local History study.</li> <li>• To know about a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</li> <li>• To know about the achievements of the earliest civilisations – for example, Ancient Egyptians; Ancient Greece; the Mayans.</li> <li>• To know about the lives of a range of significant individuals who have played a key role in national and international history.</li> <li>• To understand the difference between a primary and secondary source.</li> </ul>	
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