



# The Newlands Federation of Schools

A partnership of Shere CE Infant & Clandon CE Primary School

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## Year One Key Knowledge and Skills Expectations for History

Within living memory Changes within living memory	Beyond living memory Events beyond living memory	Lives of significant people	Local history
<ul style="list-style-type: none"> <li>○ Know that the toys their grandparents played with were different to their own.</li> <li>○ Organise a number of artefacts by age</li> <li>○ Know what a number of older objects were used for.</li> <li>○ Know the main differences between their school days and those of their grandparents.</li> </ul>		<ul style="list-style-type: none"> <li>○ Know about a famous person from the locality and explain why they are famous.</li> </ul>	<ul style="list-style-type: none"> <li>○ Know the name of a famous person or a famous place near where they live.</li> </ul>

## Year Two Key Knowledge and Skills Expectations for History

Within living memory Changes within living memory	Beyond living memory Events beyond living memory	Lives of significant people	Local history
	<ul style="list-style-type: none"> <li>○ Know about an event or events that happened long ago, even before their grandparents were born.</li> <li>○ Know what we use today compared to a number of older given artefacts.</li> <li>○ Know that children's lives today are different to those of children living long ago.</li> </ul>	<ul style="list-style-type: none"> <li>○ Know about a famous person from outside the UK and explain why they are famous.</li> </ul>	<ul style="list-style-type: none"> <li>○ Know how the local area is different to the way it used to be a long time ago.</li> <li>○ Differentiate between the things that were here 100 years ago and the things that are were not (including buildings, toys, tools etc)</li> </ul>

## Lower Key Stage Two Key Knowledge and Skills Expectations for History

Stone age to Iron age Chronology	The Romans Chronology	Anglo Saxons & Vikings Chronology	Ancient Greece Ancient Ancients
<ul style="list-style-type: none"> <li>○ Stone age – Iron age</li> <li>○ Romans</li> <li>○ Anglo Saxons</li> <li>○ Vikings</li> </ul>	<ul style="list-style-type: none"> <li>○ Stone age – Iron age</li> <li>○ Romans</li> <li>○ Anglo Saxons</li> <li>○ Vikings</li> </ul>	<ul style="list-style-type: none"> <li>○ Stone age – Iron age</li> <li>○ Romans</li> <li>○ Anglo Saxon</li> <li>○ Vikings</li> </ul>	<ul style="list-style-type: none"> <li>○ Greek life and influence on the Western world.</li> </ul>
<ul style="list-style-type: none"> <li>○ Know how Britain changed between the beginning of the stone age and the iron age.</li> <li>○ Know the main differences between the stone, bronze, and iron ages.</li> <li>○ Know what is meant by hunter-gatherers.</li> </ul>	<ul style="list-style-type: none"> <li>○ Know how Britain changed from the iron age to the end of the Roman occupation.</li> <li>○ Know how the Roman occupation of Britain helped to advance British society.</li> <li>○ Know how there was resistance to the Roman occupation and know about Boudica.</li> <li>○ Know about at least one famous Roman emperor.</li> </ul>	<ul style="list-style-type: none"> <li>○ Know how Britain changed between the end of the Roman occupation and 1066.</li> <li>○ Know about how the Anglo-Saxons attempted to bring about law and order in the country.</li> <li>○ Know that during the Anglo-Saxon period Britain was divided into many kingdoms,</li> <li>○ Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.</li> <li>○ Use a timeline to show when the Anglo-Saxons were in England.</li> <li>○ Know where the Vikings originated from and show this on a map.</li> <li>○ Know that the Vikings and Anglo-Saxons were often in conflict.</li> <li>○ Know that the Vikings frequently won battles with the Anglo-Saxons.</li> </ul>	<ul style="list-style-type: none"> <li>○ Know some of the main characteristics of the Athenians and the Spartans.</li> <li>○ Know about the influence the gods had on Ancient Greece.</li> <li>○ Know at least five sports from the Ancient Greek Olympics.</li> <li>○ Know about and name, some of the advanced societies that were in the world 3000 years ago.</li> <li>○ Know about the key features of Ancient Greece.</li> </ul>
<b>Historical Enquiry Skills</b>			
<b>Year Three</b>		<b>Year Four</b>	
<ul style="list-style-type: none"> <li>○ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance.</li> <li>○ Summarise how Britain may have learnt from other countries and civilisations (historically and more recently)</li> <li>○ Research what it was like for children in a given period of history and present findings to an audience.</li> </ul>		<ul style="list-style-type: none"> <li>○ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance.</li> <li>○ Research and find answers to historical questions about their locality.</li> <li>○ Know how their locality has been shaped by what happened in the past.</li> <li>○ Know how historic items and artefacts have been used to help build up a picture of the past.</li> <li>○ Know about the impact that one period of history had on the world.</li> </ul>	

## Upper Key Stage Two Key Knowledge and Skills Expectations for History

<p style="text-align: center;"><b>World War Two</b> Local Study</p>	<p style="text-align: center;"><b>The Shang Dynasty</b> Civilisations from 1000 years ago</p>	<p style="text-align: center;"><b>The Aztecs and Mayans</b> A non-European Study</p>
<ul style="list-style-type: none"> <li>○ A local study extending beyond 1066.</li> <li>○ A Significant turning point in British History; The Battle of Britain</li> </ul>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <ul style="list-style-type: none"> <li>○ Ancient Sumer,</li> <li>○ The Indus Valley,</li> <li>○ Ancient Egypt,</li> <li>○ <b>The Shang Dynasty of Ancient China</b></li> </ul>	<p>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. <b>Mayan civilization c. AD 900.</b> Benin (West Africa) c. AD 900-1300</p>
<ul style="list-style-type: none"> <li>○ Know about a period of history that has strong connections to their locality and understand the issues associated with this period.</li> <li>○ Know how the lives of wealthy people were different from the lives of poorer people during this time.</li> </ul>		<ul style="list-style-type: none"> <li>○ Know about the impact that the Aztecs and Mayans had on the world.</li> <li>○ Know why the Aztecs and Mayans were considered an advanced society in relation to that period of time in Europe.</li> </ul>
<h3>Historical Enquiry Skills</h3>		
<h4>Year Five</h4>	<h4>Year Six</h4>	
<ul style="list-style-type: none"> <li>○ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance.</li> <li>○ Describe events from the past using dates when events took place.</li> <li>○ Know how an event or events from the past has shaped life today.</li> <li>○ Draw an accurate timeline with different historical periods, showing key historical events or lives of significant people.</li> <li>○ Know how crime and punishment has changed over a period of time.</li> <li>○ Know how Britain has had a major influence on the world.</li> <li>○ Know how the lives of wealthy people were different from the lives of poorer people.</li> </ul>	<ul style="list-style-type: none"> <li>○ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance.</li> <li>○ Research in order to find similarities and differences between two or more periods of history.</li> <li>○ Know how to place features of historical events and people from past societies and periods in a chronological framework.</li> <li>○ Know about the main events from a period of history, explaining the order of events and what happened.</li> <li>○ Know that many early civilisations left a legacy and gave much to the world.</li> </ul>	