



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">○ Know that the toys their grandparents played with were different to their own.○ Organise a number of artefacts by age○ Know what a number of older objects were used for.○ Know the main differences between their school days and those of their grandparents.		<ul style="list-style-type: none">○ Know about a famous person from the locality and explain why they are famous.	<ul style="list-style-type: none">○ Know the name of a famous person or a famous place near where they live.

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

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"> ○ Stone age – Iron age ○ Romans ○ Anglo Saxons ○ Vikings <p>○ Know how Britain changed between the beginning of the stone age and the iron age.</p> <p>○ Know the main differences between the stone, bronze, and iron ages.</p> <p>○ Know what is meant by hunter-gatherers.</p>	<ul style="list-style-type: none"> ○ Stone age – Iron age ○ Romans ○ Anglo Saxons ○ Vikings <p>○ Know how Britain changed from the iron age to the end of the Roman occupation.</p> <p>○ Know how the Roman occupation of Britain helped to advance British society.</p> <p>○ Know how there was resistance to the Roman occupation and know about Boudica.</p> <p>○ Know about at least one famous Roman emperor.</p>	<ul style="list-style-type: none"> ○ Stone age – Iron age ○ Romans ○ Anglo Saxon ○ Vikings <p>○ Know how Britain changed between the end of the Roman occupation and 1066.</p> <p>○ Know about how the Anglo-Saxons attempted to bring about law and order in the country.</p> <p>○ Know that during the Anglo-Saxon period Britain was divided into many kingdoms,</p> <p>○ Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.</p> <p>○ Use a timeline to show when the Anglo-Saxons were in England.</p> <p>○ Know where the Vikings originated from and show this on a map.</p> <p>○ Know that the Vikings and Anglo-Saxons were often in conflict.</p> <p>○ Know that the Vikings frequently won battles with the Anglo-Saxons.</p>	<ul style="list-style-type: none"> ○ Greek life and influence on the Western world. <p>○ Know some of the main characteristics of the Athenians and the Spartans.</p> <p>○ Know about the influence the gods had on Ancient Greece.</p> <p>○ Know at least five sports from the Ancient Greek Olympics.</p> <p>○ Know about and name, some of the advanced societies that were in the world 3000 years ago.</p> <p>○ Know about the key features of Ancient Greece.</p>

Historical Enquiry Skills

Year Three	Year Four
<ul style="list-style-type: none"> ○ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance. ○ Summarise how Britain may have learnt from other countries and civilisations (historically and more recently) ○ Research what it was like for children in a given period of history and present findings to an audience. 	<ul style="list-style-type: none"> ○ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance. ○ Research and find answers to historical questions about their locality. ○ Know how their locality has been shaped by what happened in the past. ○ Know how historic items and artefacts have been used to help build up a picture of the past. ○ Know about the impact that one period of history had on the world.

Upper Key Stage Two Key Knowledge and Skills Expectations for History

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