

History Knowledge Sequencing at Knavesmire Primary

History Understanding, Knowledge and Skills objectives:

Intent:	The History Curriculum has been designed for all pupils at Knavesmire to access a broad, balanced and enriching History curriculum. History teaching at Knavesmire Primary School stimulates the children's interest, curiosity and understanding about the past. Through the Big Idea, pupils will gain a knowledge and understanding of Britain's past and that of the wider world. We teach pupils a sense of chronology and through this they develop a sense of identity and an awareness of the challenges of their time. Teaching of the progressive skills, equips children to ask questions, think critically, weigh evidence and develop perspective and judgement, integrating both substantive and disciplinary skills. History teaching will help pupils to understand the complexity of their lives, the process of change and the diversity of society.
Substantive knowledge in History:	Substantive knowledge in History is the specific and factual content of Understanding the World and the children forming a chronological understanding. An understanding of chronology and a range of historical vocabulary is taught through the historical topics, specific to each year group in KS1 and KS2.
Disciplinary knowledge in History:	Disciplinary knowledge in History is applying this knowledge by using specific year group skills. Through applying their knowledge and exercising enquiry skills, the children will make comparisons, make informed responses and question sources. Exercising these enquiry skills, allows the children to integrate both substantive and disciplinary knowledge whilst understanding how the past has helped shape their identity today.
History:	Understanding how people lived their lives and how it shapes our identity, our present and our future.



EYFS Building the foundations for History

Nursery

Children throughout Early Years build secure foundations for later success in the History National Curriculum through developing their **Knowledge and Understanding of the World, Communication and Language and Personal, Social and Emotional Development.**

Chronological Understanding

Has a recollection of events that have happened on previous occasions.

Knowledge and Interpretation

Knows some things that have happened in their family that are special to them or have particular meaning to them.

Historical Enquiry

Talks about events that have meaning to themselves and their family that have happened in the past.



EYFS Understanding the World: Early Learning Goals at Knavesmire Primary School

Reception

Children throughout Early Years build secure foundations for later success in the History National Curriculum through developing their **Knowledge and Understanding of the World, Communication and Language and Personal, Social and Emotional Development.**

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Use some historical vocabulary related to the past including: the past and now, today and yesterday.	Knows about some things from the past through settings, characters and events encountered in books read in class, storytelling, trips and visits.	Talk about the lives of people around them and their roles in society.
Begin to make sense of their own life story		Compare and contrast characters from stories, including figures from the past (artists etc.) drawing on their experiences and what has been read in class. Can comment on images of familiar situations in the past including looking at photographs of the local areas in the past such as the chocolate works.



Year 1: Historical understanding, Knowledge and Skills objectives

The historical **learning strands** of Chronological Understanding, Application of knowledge and Historical Enquiry are taught throughout the **Historical Topics**.

Year 1 Historical Topics (Lives of Significant Individual and Local Study):

The Life of Amelia Earhart and The History of Rowntree Park

Learning Strands:

Chronological Understanding		Application of Knowledge		Historical Enquiry	
1	<ul style="list-style-type: none"> Use historical vocabulary similar to: old, new and a long time ago. Use the words before and after accurately. 	3	<ul style="list-style-type: none"> Compare their lives with other children from a different time in history (e.g. family members) and identify similarities and differences. 	5	<ul style="list-style-type: none"> Answer questions about the importance of finding out about the past. Ask adults questions on their life and compare this to their own life.
2	<ul style="list-style-type: none"> Place three dates in chronological order. 	4	<ul style="list-style-type: none"> Recount some interesting facts from a historical event, (such as Amelia Earhart's adventures). 	6	<ul style="list-style-type: none"> Answer some questions using an artefact/ photograph provided, about a time in history. Provide an explanation about what an object was used for in the past.

Year 2: Historical understanding, Knowledge and Skills objectives

The historical **learning strands** of Chronological Understanding, Application of knowledge and Historical Enquiry are taught throughout the **Historical Topics**.

Year 2 Historical Topics (Lives of Significant Individual and Local Study):

Guy Fawkes and The Gunpowder Plot and York's Chocolate Story

Learning Strands:

Chronological Understanding		Application of Knowledge		Historical Enquiry	
1	<ul style="list-style-type: none"> Accurately use historical vocabulary including: 'before', 'after', 'past', 'present', 'then' and 'now'. 	3	<ul style="list-style-type: none"> Recognise how different factors can cause differences in people's life experiences (e.g. poor vs wealthy). Give examples of things that are different in their life from that of a long time ago. 	5	<ul style="list-style-type: none"> Ask questions about old and new objects used in day to day life (e.g. linked to York's Chocolate Story). Answer questions about the importance of a historical event (e.g. York's Chocolate Story).
2	<ul style="list-style-type: none"> Place more than three dates in chronological order and explain what is meant by chronological. 	4	<ul style="list-style-type: none"> Tell a recount of a famous person/ event in history (e.g. The Gunpowder Plot). Use the story of The Gunpowder Plot to explain what is meant by a parliament. 	6	<ul style="list-style-type: none"> Research an event, with support, and explain why we continue to celebrate this event (e.g. The Gunpowder Plot). Use different resources to research the life of a significant individual in history (e.g. Joseph Rowntree).

Year 3: Historical understanding, Knowledge and Skills objectives

The historical **learning strands** of Chronological Understanding, Application of knowledge and Historical Enquiry are taught throughout the **Historical Topics**.

Year 3 Historical Topics (Chronological Study and Ancient Civilization Study)

The Stone Age to The Iron Age and The Ancient Egyptians

Learning Strands:

Chronological Understanding		Application of Knowledge		Historical Enquiry	
1	<ul style="list-style-type: none"> Accurately use the historical vocabulary: decade and century. Understand and accurately use the terms civilization and ancient. 	3	<ul style="list-style-type: none"> Identify similarities and differences with life today and life during any of the historical studies. 	5	<ul style="list-style-type: none"> Explain the impact of the Stone Age/Iron Age, on British life as we know it today. Consider how different life would be today without early civilizations.
2	<ul style="list-style-type: none"> Use a given timeline (e.g. during The Stone/ Iron Age), to sequence events into chronological order. 	4	<ul style="list-style-type: none"> Identify and explain why Britain would be a good place to settle. 	6	<ul style="list-style-type: none"> Recognise the role of archaeologists in helping us understanding the past. Conduct group research to answer questions about a specific historical event.

Year 4: Historical understanding, Knowledge and Skills objectives

The historical **learning strands** of Chronological Understanding, Application of knowledge and Historical Enquiry are taught throughout the **Historical Topics**.

Year 4 Historical Topics (Chronological Study and Ancient Civilization Study)

The Roman Empire in Britain and Ancient Greece

Learning Strands:

Chronological Understanding		Application of Knowledge		Historical Enquiry	
1	<ul style="list-style-type: none"> Describe events and periods using the historical vocabulary: BC and AD. (Acknowledging BCE and CE.) Understand and accurately use the term Empire. 	3	<ul style="list-style-type: none"> Identify similarities and contrasts between our lives and those of different settlers (specifically through food and travel). Explain how different factors can cause differences in people's life experiences (e.g. poor vs wealthy). 	5	<ul style="list-style-type: none"> Explain how events from the past (e.g. the Roman era) have helped shape our lives in York. Summarise some key ways in which Britain has had a major influence on world history.
2	<ul style="list-style-type: none"> Create a timeline and plot chronological dates, incorporating both the Ancient civilization and the Roman Empire. Recognise different events that happened in Britain <i>and around the world</i>, during the same time period. 	4	<ul style="list-style-type: none"> Identify why Britain would be considered an important place to conquer. 	6	<ul style="list-style-type: none"> Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Independently use a source of information to answer questions about a specific historical event.

Year 5: Historical understanding, Knowledge and Skills objectives

The historical **learning strands** of Chronological Understanding, Application of knowledge and Historical Enquiry are taught throughout the **Historical Topics**.

Year 5 Historical Topics (Chronological Study and Local Study)

Britain's settlement by the Anglo-Saxons and Scots and World War I

Learning Strands:

Chronological Understanding		Application of Knowledge		Historical Enquiry	
1	<ul style="list-style-type: none"> Recognise and explain the role of power in British history. Verbally explain a full range of historical vocabulary including: civilization, power and empire. 	3	<ul style="list-style-type: none"> Make comparisons between life during historical periods (e.g. Anglo-Saxons and Scots and WW1); explaining using the terms changes and continuation. Discuss and explain the importance of democracy. 	5	<ul style="list-style-type: none"> Question the impact of money on health, education and well-being. Research the life of one person who has had a significant influence on the way Great Britain is divided into four separate countries.
2	<ul style="list-style-type: none"> Create timelines which outline the development of specific features (e.g. medicine; weaponry; transport) around the world. Identify the different influential events which took place during the Anglo-Saxon settlements. 	4	<ul style="list-style-type: none"> Begin to appreciate and discuss various reasons for wars starting (e.g. invasion, conquering or religious differences). Explain the role that Britain has had in spreading Christian values across the world. 	6	<ul style="list-style-type: none"> Use a range of sources to retell an event in history. Deliver independent opinion and judgements on historical events.

Year 6: Historical understanding, Knowledge and Skills objectives

The historical **learning strands** of Chronological Understanding, Application of knowledge and Historical Enquiry are taught throughout the **Historical Topics**.

Year 6 Historical Topics (Chronological Study and Local Study)

The Viking and Anglo-Saxon struggle for the Kingdom of England and World War II

Learning Strands:

Chronological Understanding		Application of Knowledge		Historical Enquiry	
1	<ul style="list-style-type: none"> Use a full range of historical vocabulary including: civilization, power and empire, in written work. Understand and explain the term propaganda. 	3	<ul style="list-style-type: none"> Recognise factors and causes for similarities and differences between people during the same time period. 	5	<ul style="list-style-type: none"> Trace the main events and impacts that define Britain's journey from a mono to a multicultural society. Recognise the importance of different perspectives of a historical event. Summarise and question how Britain has had a major influence on world history/ how Britain has been influenced by the wider world
2	<ul style="list-style-type: none"> Begin to recognise trends across times in history (including the Stone Age/Iron Age, The Romans, WW1 and WW2). Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them. 	4	<ul style="list-style-type: none"> Identify how crime and punishment has changed over the years. Explain how Britain once had an Empire and argue whether this has helped or hindered our relationship with a number of countries today. 	6	<ul style="list-style-type: none"> Explain why there may be different interpretations of a historical event. Test out a hypothesis in order to answer questions.