

CAPTAIN WEBB PRIMARY SCHOOL

History Curriculum – Key Knowledge and Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Driving Questions	<p>Now and then- How have I changed?</p> <p>How is transport different and how has it changed over time?</p> <p>People who help us? Train inventor</p> <p>Who is the Queen?</p>	<p>When was the best time to be a child, now or then (Victorian era)?</p> <p>What makes a hero? (Heroes in the community. Finding out about explorers linked to children's interest eg Mary Anning (dinosaurs)</p> <p>Who was our school named after?</p>	<p>When and why did the seaside become popular?</p> <p>Why was Grace Darling important to water safety?</p> <p>How did the Great Fire of London start and what happened as a result?</p>	<p>How did Prehistoric Britain develop?</p> <p>Was Ancient Greece a fair society?</p> <p>How did Telford become Telford?</p>	<p>Was the Roman Invasion good or bad for Britain?</p> <p>The Saxons and Vikings: were they Traders or Raiders?</p>	<p>Why are the ancient Egyptians memorable?</p> <p>Was the Battle of Britain part of British History of World History?</p> <p>How did life change during WW2?</p> <p>How was Britain victorious?</p> <p>What changes did a child experience in Victorian Britain?</p> <p>How did our area impact the world?</p>	<p>Did the Ancient Maya live Sustainably?</p> <p>How did invasion affect the Maya way of life?</p> <p>Are all explorers heroes? (Darwin)</p>
Chronological Understanding	I know how to put 3 pictures in an order.	I know how to put 3 objects in chronological	I know how to sequence events on a timeline using	I know what the terms BC and AD mean	I know which civilisations came before and after	I know when the Ancient Egyptian period started and ended	I know when the Mayan period started and ended

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	<p>I know the terms before and after and can use them verbally.</p> <p>I know each year, on the same date, I celebrate my birthday.</p>	<p>order on a timeline. (practical)</p> <p>I know how to sequence events on a timeline using pictures, words or phrases.</p> <p>I know the changes that have happened in my own life since I was born.</p> <p>I know how things have changed since my parents and grandparents were children.</p>	<p>pictures, words or phrases and give reasons for their order.</p> <p>I know how my new learning of historical people and events is linked.</p> <p>I know how significant events of an individual's life can be sequenced in pictures. (Captain Webb life, Grace Darling including advancements in modern life)</p>	<p>I know how to dates and historical terms describe events</p> <p>I know when the Prehistoric period of history was.</p> <p>I know the order of prehistorical periods.</p> <p>I know where the Ancient Greek era sits on a timeline and can compare it to previously studied eras.</p>	<p>the Romans in Britain.</p> <p>I know which civilisations came before and after the Anglo-Saxons and Vikings.</p> <p>I know how to place events, artefacts and historical figures on a timeline including dates</p> <p>I know the impact a change of ruler had on society in Britain.</p>	<p>I know which other major civilisations overlapped with the Ancient Egyptians.</p> <p>I know how to use a timeline to outline developments in Education, Transport and Agriculture</p> <p>In know that's some periods of history experienced rapid change (Victorian era compared to prehistoric era) I know where WW2 fits in relation with other periods of history studied.</p>	<p>ended (250 AD 900AD)</p> <p>I know the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline.</p> <p>I know when society was and what was happening in Britain at the same time.</p> <p>I know why the Mayans settled in Mexico.</p>
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						<p>I know the key events of WW2 in chronological order.</p> <p>I know when the Victorian period started and ended</p> <p>I know where the Victorian Era fits in relation with other periods of history studied.</p> <p>I know significant developments which occurred during the Victorian Era.</p>	
<p>Knowledge and Interpretation</p>	<p>I know about past and present events in our own life and in the lives of family members.</p> <p>I know that transport was different in the</p>	<p>I know that children in the past played differently to those today.</p> <p>I know about significant individuals from our local area.</p>	<p>I know some significant individuals from the past and know why they are important.</p> <p>I know a nationally</p>	<p>I know how humans survived in the in Prehistoric Britain.</p> <p>I know how homes developed over the prehistoric period and how</p>	<p>I know that the Romans had an Empire which Britain became a part.</p> <p>I know why Britain was seen as an attractive land to acquire</p>	<p>I know why the river Nile was significant to the ancient Egyptians.</p> <p>I know that the Pharaohs ruled Ancient Egypt</p>	<p>I know the Mayan society was different to our society in Britain.</p> <p>I know the basic principles in which the Mayan's lived by and that the</p>

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	<p>past compared to today.</p> <p>I know some similarities and differences between things in the past and now.</p> <p>I know who the Queen is.</p>	<p>I know my school (and immediate locality) has changed with living memory.</p> <p>I know a nationally significant individual.</p>	<p>significant individual.</p> <p>I know when, where why the Great Fire of London started.</p>	<p>they are different to homes today.</p> <p>I know how order was kept in Pre historic Britain (Druids)</p> <p>I know how my local area was different in the past.</p> <p>I know what an Empire is.</p> <p>I know what Democracy is and can compare Ancient Greek rule to modern British rule.</p> <p>I know that significant battles were fought in Ancient Greece</p>	<p>I know the positive and negative impacts the Romans had on Britain.</p> <p>I know why the Roman rule of Britain came to an end.</p> <p>I know the Legacy of the Ancient Rome still present in Britain today.</p> <p>I know how Vikings travelled</p> <p>I know the importance of trade to the Vikings</p> <p>I know how and why the Vikings invaded Britain</p> <p>I know how some Kings in</p>	<p>I know the ancient Egyptian customs and beliefs.</p> <p>I know why Howard Carter's discovery was significant.</p> <p>I know why the Pyramids are one of the 7 wonders of the World.</p> <p>I know why Britain entered WW2.</p> <p>I know the impact the war had on civilians (evacuees, women working, agriculture, Blitz)</p> <p>I know how mainland Britain avoid invasion in WW2 (Homefront, Blackouts, Plane Spotters)</p>	<p>Mayan society believed heavily in the power of the gods</p> <p>I know why the rule of the Mayans declined</p> <p>I know the legacy of the Mayans.</p> <p>I know the significance of Darwin's findings and their impact upon Scientific thinking.</p>
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				<p>I know how the Ancient Greeks influenced our modern Olympic games.</p>	<p>Britain dealt with the Viking invaders.</p> <p>I know where the Saxons came from and where settled.</p> <p>I know how the Anglo- Saxons ruled.</p> <p>I know why the Saxon and Viking rule of Britain ended.</p>	<p>I know the significant events that led to end of WW2.</p> <p>I know what life was like for a child living locally at the beginning of the Victorian age. (Child labour, Workhouse)</p> <p>I know what life was like for a child living locally at the end of the Victorian age. (Transport, Education, Electricity)</p> <p>I know the affect the Industrial revolution had on the world. (Ironbridge)</p>	
Historical Skills	I can answer how and why questions about experiences	I can observe or handle evidence to ask simple	I can observe or handle evidence to find answers	I can use a range of sources (pictures,	I can begin to identify primary and secondary sources.	I can use a range of primary and secondary sources to find out about	I can confidently recognise when I am using primary and

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	<p>and in response to stories or events.</p>	<p>questions about the past.</p> <p>I can find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>I can ask questions to find out information about the past.</p>	<p>to simple questions about the past on the basis of simple observations.</p> <p>I can choose and select evidence and say how it can be used to find out about the past.</p> <p>I can observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>artefacts, books) to find out about a period.</p> <p>I can regularly address and sometimes devise my own questions to find answers about the past.</p> <p>I can begin to undertake my own research, using the library and internet for research.</p> <p>I can select and record information relevant to the topic studied.</p>	<p>I can use evidence to build up a picture of a past event.</p> <p>I can regularly address and sometimes devise my own questions to find answers about the past.</p> <p>I can choose relevant material to present an element of one aspect of life in time past.</p> <p>I can use the library and internet for research purposes and with increasing confidence.</p>	<p>the past and decide which source is which.</p> <p>I can appreciate how historical artefacts have helped us understand more about lives in the present and past.</p> <p>I can use a wide range of different evidence to build up a picture of a past event.</p> <p>I can investigate my own lines of enquiry by posing historically valid questions to answer.</p> <p>I can use the library and internet for research, recognising reliable sources of</p>	<p>secondary sources of information to investigate the past.</p> <p>I can use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>I can investigate my own lines of enquiry by posing historically valid</p>
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						<p>information</p> <p>I can choose relevant material to present an element of more than one aspect of life in the past.</p>	<p>questions to answer.</p> <p>I can select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>I can suggest omissions from certain sources and give reasoning for these omissions.</p> <p>I can bring knowledge gathered from several sources together in a fluent account</p>
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