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| C:\Users\srobinson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\CA3BB429.tmpC:\Users\srobinson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\CA3BB429.tmp  **Flookburgh C of E Primary School**  History Knowledge: EYFS | | | | |
| **Past and Present** | | | | |
| * Talk about the lives of the people around them and their roles in society; * Know some similiarties and difference between things in the past and now, drawing on their experineces and what has been read in class * Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | |
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|  | **Within Living Memory** | **Beyond Living Memory** | **Lives of Significant People** | **Local History** |
| National Curriculum | * *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life* | * *Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)* | * *The lives of significant individuals in the past who have contributed to national and international achievements. Some should eb used to compare aspects of life in different periods* | * *significant t historical events, people and places in their own locality* |
| Knowledge Acquired | * 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 that of their grandparents | * Know about an event or events that happened long ago, even before their grandparents were born​ * Know what we use today instead of a number of older given artefacts ​ * Know that children’s lives today are different to those of children a long time ago​ | * Name a famous person from the past and explain why they are famous * Know about a famous person from outside he UK and explain why they are famous | * Know the name of a famous person, or a famous place, close to where they live * Know how the local area is different to the way it used to be a long time ago * Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) |

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|  | **Chronology (Stone Age to 1066)** | **Beyond 1066** | **Local Study** |
| National Curriculum | *To include:*   * *Stone Age to Iron Age* * *Romans* * *Anglo-Saxons* * *Vikings* | * *An aspect of theme that takes pupils beyond 1066* | * *A local study linked to one of the periods of time studied under chronology, or* * *A local study that could extend beyond 1066* |
| Knowledge Acquired | * Know how Britain changed between the beginning of the stone age and the iron age ​ * Know the main differences between the stone, bronze and iron ages​ * Know what is meant by ‘hunter-gatherers’ * Know how Britain changed from the iron age to the end of the Roman occupation​ * Know how the Roman occupation of Britain helped to advance British society​ * Know how there was resistance to the Roman occupation and know about Boudica​ * Know about at least one famous Roman emperor * Know how Britain changed between the end of the Roman occupation and 1066 ​ * Know about how the Anglo-Saxons attempted to bring about law and order into the country​ * Know that during the Anglo-Saxon period Britain was divided into many kingdoms​ * Know that the way the kingdoms were divided led to the creation of some of our county boundaries today​ * Use a time line to show when the Anglo-Saxons were in England |  |  |
|  | **Ancient Ancients (approx. 3000 years ago)** | **Ancient Greece** | **Historical Enquiry Skills** |
| National Curriculum | *Cover each and then choose one to look at in depth:*   * *Ancient Egypt* * *Ancient Sumer* * *Indus Valley* * *Shang Dynasty* | * *Greek life and influence on the Western World* | * *Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance* |
| Knowledge Acquired | * Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them. ​ * Know about, and name, some of the advanced societies that were in the world around 3000 years ago​ * Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty | * Know some of the main characteristics of the Athenians and the Spartans​ * Know about and can talk about the struggle between the Athenians and the Spartans​ * Know about the influence the gods had on Ancient Greece​ * Know about the link between the Ancient Greeks and the modern Olympics ​ * Know at least five sports from the Ancient Greek Olympics | * Summarise how Britain may have learnt from other countries and civilizations (historically and more recently) ​ * Research to find answers to specific historical questions about their locality​ * Know how historic items and artefacts have been used to help build up a picture of life in the past​ * Know about the impact that one period of history had on the world |

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|  | **Chronology (Stone Age to 1066)** | **Beyond 1066** | **Local Study** |
| National Curriculum | *To include:*   * *Stone Age to Iron Age* * *Romans* * *Anglo-Saxons* * *Vikings* | * *An aspect of theme that takes pupils beyond 1066* | * *A local study linked to one of the periods of time studied under chronology, or* * *A local study that could extend beyond 1066* |
| Knowledge Acquired | * Know where the Vikings originated from and show this on a map​ * Know that the Vikings and Anglo-Saxons were often in conflict​ * Know why the Vikings frequently won battles with the Anglo-Saxons | * Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history​ * Know how to place historical events and people from the past societies and periods in a chronological framework​ * know how Britain has had a major influence on the world​ | * Know about a period of history that has strong connections to their locality and understand the issues associated with the period. ​ * Know how the lives of wealthy people were different from the lives of poorer people during this time |
|  | **Civilizations from 1000 years ago** | **Historical Enquiry Skills** | |
| National Curriculum | *Cover each and then choose one to look at in depth:*   * *Mayans* * *Islamic Civilisations* * *Benin Civilization* | * *Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance* | |
| Knowledge Acquired | * Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin​ * Know why they were considered an advanced society in relation to that period of time in Europe | * Describe events from the past using dates when things happened​ * Research what it was like for children in a given period of history and present findings to an audience​ * Know how their locality has been shaped by what happened in the past​ * Know how an event or events from the past has shaped our 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. * 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 the 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 of the early civilizations gave much to the world | |