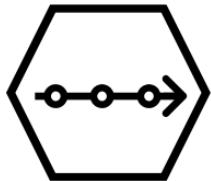







Much Marcle Primary School – History Disciplinary Knowledge				
Historical Skill	EYFS (Past and Present)	KS1 YEAR 1 and YEAR 2	LKS2 YEAR 3 and YEAR 4	UKS2 YEAR 5 and YEAR 6
	- Me and my family	- Ourselves – local history - Castles - The Great Fire of London - Antarctica	- Stone Age to Iron Age - The Romans - Anglo Saxons and Vikings - Local History (Ledbury)	- Ancient Egypt - Mayans - WW2 - Ancient Greece - Local History (Hereford)
<b>Chronology</b> 	<p>Discuss the events that have happened throughout the day, week and the year/ previous year. Sequence different ages of people. Learning journey displayed on the wall.</p> <p>Mapping stories. Daily routines.</p>	<p><b><u>Antarctica</u></b> Place events on a timeline – understand that they have happened in the past. To understand continuing change over time. Recount changes that are happening in my own life</p> <p><b><u>Ourselves – change in school</u></b> Recount changes within living memory Place in order of age</p> <p><b><u>Castles</u></b> Place events and some artefacts on a timeline.</p> <p><b><u>The Great Fire of London</u></b> Place events, artefacts and historical figures on a timeline. Use dates where appropriate</p>	<p><b><u>Stone Age to Iron Age</u></b> Place ages in order of time and understand the meaning of their names. Place artefacts within their correct age. With support, I can use BCE</p> <p><b><u>The Romans</u></b> Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</p> <p><b><u>Anglo Saxons and Vikings</u></b> Use dates accurately in describing events and people.</p>	<p><b><u>Ancient Egypt</u></b> Place events, artefacts and historical figure on a timeline using dates. Use BCE and CE</p> <p><b><u>Mayans</u></b> Use dates and terms accurately in describing events and people.</p> <p><b><u>Battle of Britain</u></b> Use dates and terms accurately in describing events. Describe the main changes in a period of history</p> <p><b><u>Ancient Greece</u></b> Place events, artefacts and historical figures on a timeline using dates. Use BCE and CE</p>
<b>Historical Significance</b> 	<p>Ask questions about why things have happened. Discuss stories from their past. Home corner, acting out real-life experiences.</p>	<p><b><u>Ourselves – change in school</u></b> Talk about changes that have happened within living memory. Use pictures to compare. Talk about why it has happened. Use stories to discuss historical significance.</p> <p><b><u>Antarctica</u></b> Talk about the significance of key historical events.</p> <p><b><u>Kings, Queens and Castles</u></b> Begin to talk about key events of a significant king/queen or castle.</p> <p><b><u>The Great Fire of London</u></b> Describe significant people from the past and explain why they are important. Be able to name a monarch</p>	<p><b><u>Stone Age to Iron Age</u></b> Suggest suitable sources of evidence to find out about significant people/events.</p> <p><b><u>The Romans</u></b> Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove their discussion (with support).</p> <p><b><u>Anglo Saxons and Vikings</u></b> Describe the social and cultural significance of a past society.</p>	<p><b><u>Ancient Egypt</u></b> Suggest suitable sources of evidence for historical enquiries. Discuss the importance of people and events in time and the significant impact they had on British archaeological thought</p> <p><b><u>Mayans</u></b> Describe the social and cultural significance of a past society. Describe the characteristic features of the past, including ideas and beliefs.</p> <p><b><u>Battle of Britain</u></b> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p> <p><b><u>Ancient Greece</u></b> Discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove their discussion.</p>

<p><b>Evidence and Interpretation</b></p> 	<p>Discuss what they know about the past from books, films and parents/ grandparents.</p>	<p><b><u>Ourselves – changes in school</u></b> Look at sources and ask “What was it like for people?” “What happened?” “What was this used for?” “How long ago?”</p> <p><b><u>Castles</u></b> With support, observe or handle some evidence to ask questions about the past. Begin to use sources to enhance discussions</p> <p><b><u>The Great Fire of London</u></b> Observe or handle evidence to ask questions and find answers to questions about the past. Begin to explain why evidence can be trusted (such as Samuel Pepys Diary)</p>	<p><b><u>Stone Age to Iron Age</u></b> Observe evidence to ask about the past and come to conclusions based on what they have seen. Explain how we find prehistoric evidence.</p> <p><b><u>The Romans</u></b> Suggest more than one suitable source for historical enquiry. Begin to discuss the reliability of sources</p> <p><b><u>Anglo Saxons and Vikings</u></b> Use sources of evidence to deduce information about the Saxons and Vikings. Discuss whether the evidence is reliable and explain why.</p>	<p><b><u>Ancient Egypt</u></b> Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</p> <p><b><u>Mayans</u></b> Use sources of evidence to deduce information about the past. Use sources of information to form testable hypotheses about the past.</p> <p><b><u>Battle of Britain</u></b> Use sources of information to form conclusions about the past. Explain that no single source of evidence gives the full answer to questions about the past</p> <p><b><u>Ancient Greece</u></b> Suggest suitable sources for historical enquiry. Discuss the reliability of sources.</p>
<p><b>Change and Continuity</b></p> 	<p>Discuss events that happen throughout the year. Reflecting on our experiences – celebration – birthdays and Christmas</p>	<p><b><u>Ourselves – change in school</u></b> Discuss what has stayed the same and what has changed. Understand the concept continuity</p> <p><b><u>Kings, Queens and Castles</u></b> Describe changes and historical events.</p> <p><b><u>The Great Fire of London</u></b> Describe what changed after the Great Fire of London and how these changes have continued through to the 21st century</p> <p><b><u>Antarctica –</u></b> Identify periods of change Explain the ongoing change</p>	<p><b><u>Stone Age to Iron Age</u></b> With support, begin to explain the concept of change over a long period of history</p> <p><b><u>The Romans</u></b> Explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence</p> <p><b><u>Anglo Saxons and Vikings</u></b> Identify periods of rapid change in history. Explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.</p>	<p><b><u>Ancient Egypt</u></b> Explain the concept of change over a long period of history</p> <p><b><u>Mayans</u></b> Identify periods of rapid change in history. Explain the concepts of continuity and change over time</p> <p><b><u>Battle of Britain</u></b> Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p><b><u>Ancient Greece</u></b> Explain the concept of change over time and represent this with evidence</p>

<p><b>Cause and Consequence</b></p> 	<p>Discuss why things happen in the world around us.</p>	<p><b><u>Ourselves – change in school</u></b> Discuss causes that lead to change Evaluate the changes that have occurred</p> <p>Begin to explain why monarchs built castles and what the consequences of these actions were</p> <p><b><u>The Great Fire of London</u></b> Explain the causes of the Great Fire of London and what the consequences were</p> <p><b><u>Antarctica</u></b> Explain the causes of ongoing change in Antarctica and the long term consequences of this.</p>	<p><b><u>Stone Age to Iron Age</u></b> Suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration</p> <p><b><u>The Romans</u></b> Suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded</p> <p><b><u>Anglo Saxons and Vikings</u></b> Describe causes of invasion in Britain and what the consequences were.</p>	<p><b><u>Ancient Egypt</u></b> Suggest causes and consequences of some of the main events within Ancient Egypt.</p> <p><b><u>Mayans</u></b> Describe causes of events and their consequences in Ancient Maya.</p> <p><b><u>Battle of Britain</u></b> Describe some of the causes and consequences of World War 2</p> <p><b><u>Ancient Greece</u></b> Suggest causes and consequences of some of the main events and changes in Greece and use evidence to support answers</p>
<p><b>Similarity and Difference</b></p> 	<p>Compare changes that happen have happened over time. Compare old and new.</p>	<p><b><u>Ourselves – changes in school</u></b> Compare change over time use artefacts and books to contrast change in history</p> <p><b><u>Castles</u></b> Compare the similarities and differences between different castles</p> <p><b><u>The Great Fire of London</u></b> Use artefacts and diary entries to compare similarities and differences. Identify some of the different ways the past has been represented.</p>	<p><b><u>Stone Age to Iron Age</u></b> Describe similarities and differences between the Stone Age, Bronze Age and Iron Age. Describe similarities and difference between the Paleolithic, Mesolithic and Neolithic</p> <p><b><u>The Romans</u></b> Describe the social, ethnic, cultural and religious diversity of the past. Describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p> <p><b><u>Anglo Saxons and Vikings</u></b> I can compare similarities and differences between Anglo-Saxon and Viking culture.</p>	<p><b><u>Ancient Egypt</u></b> Compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p> <p><b><u>Mayans</u></b> I can compare the similarities and differences between civilisations and cultures.</p> <p><b><u>Battle of Britain</u></b> Use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.</p> <p><b><u>Ancient Greece</u></b> Describe the social, ethnic, cultural and religious diversity of the past</p>

Students must remember substantive knowledge. However, it is essential that disciplinary knowledge informs and structures the learning activities.