

Year R As a historian ...

All about me

- I can name my parents and explain their role in our community.
- I can talk about my family, including grandparents.
- I can talk about specific event in my life
- I can identify different family members from stories
- I can explain how I have changed over time.
- I can talk about how roles/jobs in the community have changed.
- I can talk about what my favourite item is and compare it to my grandparents.

Let's Celebrate!

- I can talk about different celebrations in our community.
- I can use pictures and photos to talk about celebrations from the past.
- I can talk about why we celebrate specific celebrations.
- I can talk about why we celebrate and commemorate.
- I can talk about how celebrations have changed over the years.

Skills:

Chronological understanding:

I can study pictures, stories, artefacts and accounts of familiar situations from the past and be able to talk about them. See how they are different in the past.

- I can begin to organise events using basic chronology, recognise that things happened before or after they were born.
- I can using opportunities to look at texts and images, begin to develop understanding of the past and present

Interpretations of History:

- I am beginning to see patterns and be able to talk about observed patterns.
- I am able to talk about differences and similarities they see in the changes over time.

Skills:

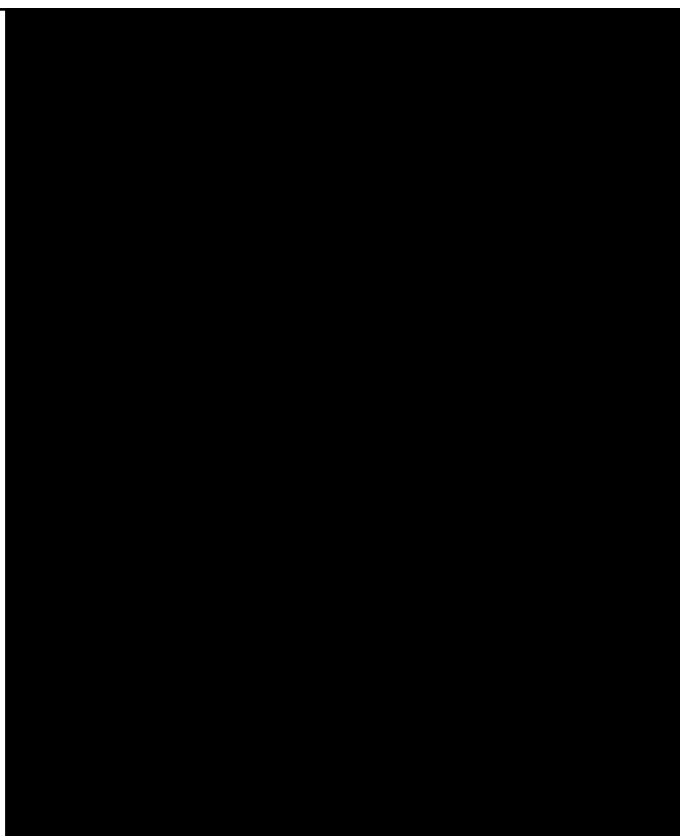
Chronological understanding:

I can study pictures, stories, artefacts and accounts of familiar situations from the past and be able to talk about them. See how they are different in the past.

- I can begin to organise events using basic chronology, recognise that things happened before or after they were born.
- I can using opportunities to look at texts and images, begin to develop understanding of the past and present

Interpretations of History:

- I am beginning to see patterns and be able to talk about observed patterns.
- I am able to talk about differences and similarities they see in the changes over time.
- I can study animals and plants to observe changes. Be able to talk about the changes they

<p>Historical Enquiry:</p> <ul style="list-style-type: none"> - I can draw out themes from stories and events (kindness,courage) and be able to link to their own experiences with these themes. - I am beginning to develop an understanding of the past and present through studying texts and images. - I am beginning to be able to discuss what is happening and why. - I am able to explore and investigate, in order to answer their own 'How' and 'Why' questions. 	<p>see.</p> <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - I can draw out themes from stories and events (kindness,courage) and be able to link to their own experiences with these themes. - I am beginning to develop an understanding of the past and present through studying texts and images. - I am beginning to be able to discuss what is happening and why. - I am able to explore and investigate, in order to answer their own 'How' and 'Why' questions. 	
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Year 1
As a historian ...

<p style="text-align: center;">Homes</p> <p style="text-align: center;"><i>Significant historical events, people and places in their own locality.</i></p> <p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - I know that there are different kinds of houses. - I know that houses have different rooms used for different purposes. - I know that houses and their uses have changed over time (tudor - Present) 	<p style="text-align: center;">Toys</p> <p style="text-align: center;"><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - I can identify a variety of toys and their key features. - I know how toys have changed over time and discuss what caused them to change (victorian to 	<p style="text-align: center;">Explorers</p> <p style="text-align: center;"><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods(Christopher Columbus, neil Armstrong)</i></p> <p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - I can understand what criteria makes a person significant.
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<ul style="list-style-type: none"> - I know that a castle is a very old house and has different purposes. - I can compare my own house to houses of the past in Medway (<i>1066 to present</i>). 	<p>present)</p> <ul style="list-style-type: none"> - I can order toys and explain why they have been ordered in a particular way (e.g. past - present; favourite to least favourite). - I can compare and identify similarities of old and new toys. - I know that toys operate in different ways. - I can discuss my favourite toys and compare them with those from the past (<i>victorian</i>). - I can predict what toys will be like in the future. 	<ul style="list-style-type: none"> - I can find out information about a great explorer in history (Christopher Columbus) and explain why he is famous and significant. - I can compare the experiences of Christopher Columbus and Neil Armstrong (modern day explorer). - I can find out why Neil Armstrong is important.
<p>Skills:</p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> - I can explain that things have changed since their parents and grandparents were children. - I can use my knowledge to talk about changes and match pictures of objects to people. - I can understand and be able to talk about changes that have happened within their own life. - I can recognise the difference between the past and present. <p>Interpretations of History:</p> <ul style="list-style-type: none"> - I can answer questions using a range of artefacts, photographs, pictures and use them to recount some facts. - I know and can talk about the different ways that the past is represented. Give them opportunities to find out about the past using museums, tv programmes, diaries, stories. - I know that some forms of evidence are more reliable than others when finding out about the past. - I can compare adults talking about the past to see how reliable their memories are. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - <u>I know how we can use evidence and sources to find out about the past.</u> - I know there are different types of evidence we have from the past (artefacts, records, images). - I can ask simple questions to learn more, such 	<p>Skills:</p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> - I know a timeline is a line showing the passage/period of time. - I know that a timeline is used to show the order of events. - I can explain that the earliest events go on your timeline first. - I can sequence events or objects (three or more) in chronological order. <p>Interpretations of History:</p> <ul style="list-style-type: none"> - I can answer questions using a range of artefacts, photographs, pictures and use them to recount some facts. - I can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - I know how we can use evidence and sources to find out about the past. - I Understand how evidence is collected and used to make historical facts. - I can use knowledge of sources and evidence (such as information books, artefacts, pictures,...) to answer simple questions about the past. 	<p>Skills:</p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> - I know a timeline is a line showing the passage/period of time. - I know that a timeline is used to show the order of events. - I can explain that the earliest events go on your timeline first. - I can sequence events or objects (three or more) in chronological order. <p>Interpretations of History:</p> <ul style="list-style-type: none"> - I can answer questions using a range of artefacts, photographs, pictures and use them to recount some facts. - I can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). - I can use stories to study fact and fiction. - I know that some forms of evidence are more reliable than others when finding out about the past. - I know how to find out more about a person from the past using knowledge of different types of evidence. Be able to talk about them and actions that they took. - I understand that there are reasons for people's actions. Know and provide simple examples of how their actions changed the way we do things now.

<p>as: What was it like for people? What happened? How long ago?</p> <p>- I can use knowledge of sources and evidence (such as information books, artefacts, pictures,...) to answer simple questions about the past.</p>		<p>- I know how to find out more about a person from the past using knowledge of different types of evidence. Be able to talk about them and actions that they took.</p> <p>Historical Enquiry:</p> <p>- I know how we can use evidence and sources to find out about the past.</p> <p>- I can ask simple questions to learn more, such as: What was it like for people? What happened? How long ago?</p> <p>- I can use as wide a range of sources as possible to answer questions and find out about the past.</p>
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Year 2
As a historian...

<p style="text-align: center;"><u>Victorians</u> <i>Significant historical events, people and places in their own locality.</i></p> <p style="text-align: center;"><u>Key Knowledge</u></p> <p>- I can explain what it was like to Live in Medway in the Past?</p> <p>- I can explain who Queen Victoria was and when the Victorian era was.</p> <p>- I can explain what life for Victorian children (school, jobs done by Victorian children) was like.</p> <p>- I can explain the differences between Victorian schools and make comparisons with victorian schools and our school today.</p> <p>- I can explain how and where Victorians travelled.</p> <p>- I can explain that the first railway station in Medway was built in Victorian times (Rochester Train Station).</p> <p>- I can compare some of the Victorian buildings in Medway (photos and village walk); know what has changed and what has remained the same.</p>	<p style="text-align: center;"><u>The First Flight</u> <i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i></p> <p style="text-align: center;"><u>Key Knowledge</u></p> <p>- I can discuss how was life different when the class' parents / grandparents were young.</p> <p>- I can identify and sort things that did and didn't exist in the early 1900s.</p> <p>- I can explain how the world would be different without previous inventions/ inventors.</p> <p>- I can explain what it would have been like to live in the past.</p> <p><u>Focus on the first aeroplane flight:</u> I can explain why people had been trying to fly (& risking their lives) for so long. I can suggest how life would have been different before aeroplanes?</p>	<p style="text-align: center;"><u>Technology</u> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p style="text-align: center;"><u>Key Knowledge</u></p> <p>- I can explain what technology is and how it is used</p> <p>- I can identify different types of technology that we use in our lives.</p> <p>- I can explain how technology was different when the class' parents/grandparents were young.</p> <p>- I can identify technology that helps us write, talk and be entertained.</p> <p>- I can make comparisons of technology of the past and the modern day.</p> <p>- I can explain how technology has improved our lives.</p> <p>- I can research two famous inventors who have impacted our lives with their advances in technology (Tim Berners-Lee and Louis Braille).</p>
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	<p>I can recall facts of the Wright Brothers first aircraft and their first flight.</p> <p>I can compare old aeroplanes and current aeroplanes.</p>	
<p>Skills:</p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> - I understand that a timeline is used to show the order of events. - I know that events that happened earliest go first on the timeline. - I can label and use a timeline to sequence photos and events. - I can talk about events that happen on the timeline. <p>I can use knowledge of timelines to make connections between long and short term time scales.</p> <ul style="list-style-type: none"> - I can talk simply about differences in time between events on different scales. - I can connect new learning around historical people and events to others they have learnt about previously. - I can identify differences and similarities between ways of life. <p>Interpretations of History:</p> <ul style="list-style-type: none"> - Know how to find out more about a person or events from the past using research skills. - Be able to compare, choose and use sources to show understanding of events/people and talk about the reliable evidence they used. - Be able to describe historical events and significant people from the past. -Learn about historical events, knowing how to find out about the past, comparing versions of the past and the reliability of evidence. - Use events to explain why Britain has a special history. -Know that there are reasons for what has happened. - Be able to talk about the causes of historical events or the reasons why people acted in the way 	<p>Skills:</p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> - I understand that a timeline is used to show the order of events. - I know that events that happened earliest go first on the timeline. - I can label and use a timeline to sequence photos and events. - I can talk about events that happen on the timeline. <p>I can use knowledge of timelines to make connections between long and short term time scales.</p> <ul style="list-style-type: none"> - I can talk simply about differences in time between events on different scales. - I can connect new learning around historical people and events to others they have learnt about previously. - I can identify differences and similarities between ways of life. <p>Interpretations of History:</p> <ul style="list-style-type: none"> - Know how to find out more about a person or events from the past using research skills. - Be able to compare, choose and use sources to show understanding of events/people and talk about the reliable evidence they used. - Be able to describe historical events and significant people from the past. -Learn about historical events, knowing how to find out about the past, comparing versions of the past and the reliability of evidence. -Know that there are reasons for what has happened. - Be able to talk about the causes of historical events or the reasons why people acted in the way 	<p>Skills:</p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> - I understand that a timeline is used to show the order of events. - I know that events that happened earliest go first on the timeline. - I can label and use a timeline to sequence photos and events. - I can talk about events that happen on the timeline. <p>I can use knowledge of timelines to make connections between long and short term time scales.</p> <ul style="list-style-type: none"> - I can talk simply about differences in time between events on different scales. - I can connect new learning around historical people and events to others they have learnt about previously. - I can identify differences and similarities between ways of life. <p>Interpretations of History:</p> <p>Use knowledge of ways that the past can be represented to create their own accounts.</p> <ul style="list-style-type: none"> -Learn about historical events, knowing how to find out about the past, comparing versions of the past and the reliability of evidence. -Know that there are reasons for what has happened. - Be able to talk about the causes of historical events or the reasons why people acted in the way they did. -Know and explain what impact the studied significant event from the past has had on the way we live today. Be able to simply evaluate the consequences <p>Historical Enquiry:</p>

<p>they did.</p> <p>-Know and explain what impact the studied significant event from the past has had on the way we live today. Be able to simply evaluate the consequences.</p> <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Know how different types of evidence (images, artefacts, records) can help people find out about the past and make historical facts. -<u>Know which sources will help us find out about the past (information books, internet searches, pictures..) and how to use them.</u> -Understand how to use the internet and other sources to research the life of a famous Briton from the past. -Ask questions to learn more, such as: What was it like for people? What happened and why? How long ago? - I can make suggestions on how I could find answers. - I can use specific sources (i.e. information books, internet searches, pictures) to answer questions about the past. - I can observe and handle sources to answer questions about the past on the basis of simple observations. 	<p>they did.</p> <p>-Know and explain what impact the studied significant event from the past has had on the way we live today. Be able to simply evaluate the consequences.</p> <p>Historical Enquiry:</p> <ul style="list-style-type: none"> - Know how different types of evidence (images, artefacts, records) can help people find out about the past and make historical facts. -Know which sources will help us find out about the past (information books, internet searches, pictures..) and how to use them. -Ask questions to learn more, such as: What was it like for people? What happened and why? How long ago? - I can make suggestions on how I could find answers. - I can use specific sources (i.e. information books, internet searches, pictures) to answer questions about the past. - I can observe and handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> -Know how different types of evidence (images, artefacts, records) can help people find out about the past and make historical facts. -Know which sources will help us find out about the past (information books, internet searches, pictures..) and how to use them. -Ask questions to learn more, such as: What was it like for people? What happened and why? How long ago? - I can make suggestions on how I could find answers. - I can use specific sources (i.e. information books, internet searches, pictures) to answer questions about the past. - I can observe and handle sources to answer questions about the past on the basis of simple observations.
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Year 3
As a historian ...

<p style="text-align: center;"><u>Stone age to Iron age</u> <i>Changes in Britain from the Stone Age to the Iron Age</i></p> <p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - I can explain what Prehistoric means and when it was. - I can explain that the Stone age was a 	<p style="text-align: center;"><u>Ancient Civilisations (overview)</u> <i>The achievements of the earliest civilizations</i></p> <p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> - I can explain that a civilisation is a society with its own social organisation (written records, system of government) and culture (beliefs and customs). 	
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<p>prehistoric era which occurred during the prehistoric period and lasted 2.5million years.</p> <ul style="list-style-type: none"> - I can explain that it consisted of three different periods called Paleolithic, Mesolithic and Neolithic. - I can explain why it was called the Stone age period. - I can explain the changes that occurred during this period including: <i>Discovery of fire, development of tools, introduction and development of settlements/farms.</i> - I can describe how people lived and the reasons for this. - I can explain why religion became more organised as the era progressed into the Bronze Age. (<i>burial grounds - Medway megaliths</i>) - I can explain the Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats). - I can explain that in the Iron Age there was a range of economic and social changes. (For example, the concept of wealth, different towns and defences (<i>hillforts</i>) and an increase in trade and land ownership) - I can explain what an archaeological site is such as Star Carr and Skara Brae 	<ul style="list-style-type: none"> - I can explain that there are civilisations which are believed to be the earliest: Ancient Egypt, Indus Valley , Sumer (Mesopotamia Modern Iraq) • Shang dynasty China. - I can explain why they are all situated in a similar position on the globe and located near to at least 1 river. <p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> -I can explain when and where the Ancient Egyptians lived, including geographical features such as climate and terrain - I can explain how we know about life in Ancient Egypt (<i>work of archaeologists</i>) - I can explain what everyday life was like for Ancient Egyptians (<i>structure of society, life of a pharaoh, role of scribe, hieroglyphics</i>). - I can explain about the importance of the River Nile (farming, trading, technology, seasons,) - I can explain about the role of religion (<i>different gods and their roles, belief in the afterlife, mummies, tombs</i>) 	
<p><u>Skills:</u></p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> - I know that events that happened earliest go first on the timeline. - I can use knowledge to place events on a timeline and give reasons for their order. - I know when the studied time in history took place and be able to correctly place it on a timeline. - I know key events that happened within this studied time and be able to correctly place them on a timeline. - I can use knowledge of timelines, dates and events to justify their placement. 	<p><u>Skills:</u></p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> - I know that events that happened earliest go first on the timeline. - I can use knowledge to place events on a timeline and give reasons for their order. - I know when the studied time in history took place and be able to correctly place it on a timeline. - I know key events that happened within this studied time and be able to correctly place them on a timeline. - I can use knowledge of timelines, dates and events to justify their placement. 	

- I know and quantify the time periods for the studied time.
- I am able to place within history on a timeline, looking at where it is in relation to us and linking to concepts of change.
- I know dates for key events and historical figures within this studied period of time.
- I am able to use historical terms and understanding of time to sequence events, people, artefacts.

Interpretations of History:

- I know that accounts of the same event may differ. Compare different versions of the same story and different accounts of the same event. Be able to identify differences and similarities between them.
- I know that there are reasons for what happened. Know what beliefs and experiences may have caused historical events or the reasons why people acted in the way they did.
- can use a range of representations for historical events.
- I can use my knowledge to identify why accounts of the same historical event differ and understand how people's beliefs and attitudes can affect how they view what happened.
- I can explain what life was like in the past and use this to give possible reasons why people in the past may have acted as they did.
- I can explain key events in the past and use what I know to provide possible causes and begin to explain how these events have shaped our lives today.
- I can use literacy, maths and computing skills to communicate this information.

Historical Enquiry:

- I know which sources will help us find out about the studied period, developing research skills to find key facts.
- I know the part that archaeologists had in

- I know and quantify the time periods for the studied time.
- I am able to place within history on a timeline, looking at where it is in relation to us and linking to concepts of change.
- I know dates for key events and historical figures within this studied period of time.
- I am able to use historical terms and understanding of time to sequence events, people, artefacts.

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- I can explain key events in the past and use what I know to provide possible causes and begin to explain how these events have shaped our lives today.
- I can use literacy, maths and computing skills to communicate this information.

Historical Enquiry:

- I know which sources will help us find out about the studied period, developing research skills to find key facts.
- I know the part that archaeologists had in

<p>helping us learn more about the past. I can observe small details and select information relevant to the enquiry.</p> <ul style="list-style-type: none"> - I can begin to compare and contrast different forms of evidence to support research into life during their studied period in history. - <u>I know different types of evidence we can use to find out about the past and use my knowledge of evidence to begin to suggest suitable sources of evidence for their enquiry.</u> - I can explain why using more than one source of evidence will help gain a more accurate understanding of life in the studied period. 	<p>helping us learn more about the past. I can observe small details and select information relevant to the enquiry.</p> <ul style="list-style-type: none"> - I can begin to compare and contrast different forms of evidence to support research into life during their studied period in history. - I know different types of evidence we can use to find out about the past and use my knowledge of evidence to begin to suggest suitable sources of evidence for their enquiry. - I can explain why using more than one source of evidence will help gain a more accurate understanding of life in the studied period. 	
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Year 4
As a historian ...

<p style="text-align: center;"><u>Ancient Greece</u></p> <p style="text-align: center;"><u>Key Knowledge</u></p> <p><u><i>A study of Greek life and achievements and their influence on the western world</i></u></p> <ul style="list-style-type: none"> - I can identify the location and explain what time period of Ancient Greece and draw comparisons with other civilisations and present day - I can explain about life from Ancient Greeks in two city states; Athens and Sparta - I can explain what is meant by democracy and make links with 21st century governments. - I can explain the importance of the Olympic Games to the Ancient Greeks and compare them with the modern Olympic Games. - I can explain the importance of religion and gods to the Ancient Greeks and make links with the religions of the Ancient Egyptians and Ancient 	<p style="text-align: center;"><u>The Roman Empire and its Impact on Britain</u></p> <p style="text-align: center;"><u>Key Knowledge</u></p> <p><u><i>The Roman Empire and its impact on Britain</i></u></p> <ul style="list-style-type: none"> - I can explain when the Roman empire existed and the extent of the Roman empire prior to the invasion of Britain (use maps and timelines) - I can explain when and why the Romans invaded Britain - I understand there were differing view-points about invading Britain - Compare different accounts of the invasion and of Boudicca's resistance - I can explain what life was like for a Roman soldier - I can explain why/ where / how the Romans built roads - I can explain what the Romans achieved that is still significant today (<i>architecture, food, Latin, Roman numerals, roads, technology such as</i> 	<p style="text-align: center;"><u>Anglo Saxons</u></p> <p style="text-align: center;"><u>Key Knowledge</u></p> <p><u><i>Britain's settlement by Anglo-Saxons and Scots</i></u></p> <ul style="list-style-type: none"> - I can explain why the departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands. - I can explain who the Anglo, Saxons, Jutes and Picts were and where they came from. - I can explain why the invading forces were drawn to England. (<i>floods and famine in their own countries and the contrasting rich and fertile farmland in England</i>). - I can explain that Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England. - I can explain how Anglo-Saxon settlements differed from Roman settlements in England (<i>they were made up of small agricultural settlements</i>
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<p>Maya.</p> <ul style="list-style-type: none"> - I can explain about the Greek myth Pandora's Box. - I can explain why the Ancient Greeks fought so many wars and why they were successful. - I can retell facts about the battles of Salamis, Marathon, and Thermopylae - I can explain some of the achievements of the Ancient Greeks which impact our lives today (language, architecture, governance, democracy, Olympic Games, drama, literature, maths) 	<p><i>central heating, aqueducts, postal service)</i></p> <ul style="list-style-type: none"> - I can explain what impact the Romans had on my local area (<i>Hoo and Medway</i>). 	<p><i>rather than walled cities).</i></p> <ul style="list-style-type: none"> - I can explain the effectiveness of Anglo-Saxon society depended on the discrete skills of its members. - I can explain that Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry (<i>Kents Anglo-Saxon burial sites</i>).
<p>Skills:</p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> - I know events that happened earliest go first on the timeline and can use terms CE and BCE to discuss placement compared to 0. - I know when the studied time in history took place and be able to correctly place it on a timeline and identify where this fits compared to previously studied events. - I know key events that happened within their studied time and be able to correctly place them on a timeline and use their knowledge of timelines, the dates and events to justify their placement. - I know and quantify the time periods for the studied time and are able to place within history on a timeline, looking at where it is in relation to us and linking to concepts of change. - Know dates for key events and historical figures within their studied period of time and are able to use historical terms and understanding of time to sequence events, people, artefacts. <p>Interpretations of History:</p> <ul style="list-style-type: none"> - I can use a range of representations for historical events and use evidence to reconstruct life in the time studied then look for links in the representations and sources studied. - I know that accounts of the same event may differ and be able to identify differences and 	<p>Skills:</p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> - I know events that happened earliest go first on the timeline and can use terms CE and BCE to discuss placement compared to 0. - I know when the studied time in history took place and be able to correctly place it on a timeline and identify where this fits compared to previously studied events. - I know key events that happened within their studied time and be able to correctly place them on a timeline and use their knowledge of timelines, the dates and events to justify their placement. - I know and quantify the time periods for the studied time and are able to place within history on a timeline, looking at where it is in relation to us and linking to concepts of change. - Know dates for key events and historical figures within their studied period of time and are able to use historical terms and understanding of time to sequence events, people, artefacts. <p>Interpretations of History:</p> <ul style="list-style-type: none"> - I can use a range of representations for historical events and use evidence to reconstruct life in the time studied then look for links in the representations and sources studied. - I know that accounts of the same event may differ and be able to identify differences and 	<p>Skills:</p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> - I know events that happened earliest go first on the timeline and can use terms CE and BCE to discuss placement compared to 0. - I know when the studied time in history took place and be able to correctly place it on a timeline and identify where this fits compared to previously studied events. - I know key events that happened within their studied time and be able to correctly place them on a timeline and use their knowledge of timelines, the dates and events to justify their placement. - I know and quantify the time periods for the studied time and are able to place within history on a timeline, looking at where it is in relation to us and linking to concepts of change. - Know dates for key events and historical figures within their studied period of time and are able to use historical terms and understanding of time to sequence events, people, artefacts. <p>Interpretations of History:</p> <ul style="list-style-type: none"> - I can use a range of representations for historical events and use evidence to reconstruct life in the time studied then look for links in the representations and sources studied. - I know that accounts of the same event may differ and be able to identify differences and

similarities and explain some of the reasons why the accounts may differ as well as understand how people's beliefs can affect how they view what happened.

- I understand how the purpose of the account (why it was written, told, created) will affect what is recorded.
- I can identify which sources will be most useful for research purposes.
- I know about features of life in the past (including beliefs, attitudes and experiences) and use this knowledge to infer why people in the past acted as they did.
- I know about key events in the past and interpret evidence to suggest why they happened as they did and explain how these events have shaped our lives today.
- I can use literacy, maths and computing skills to communicate this information. Historical Enquiry:
- I know which sources will help us with their historical enquiry, developing research skills to find key facts.
- I can use knowledge to find out about life for men, women and children in the studied period and be able to use different forms to present my findings.
- I can observe small details and select information relevant to the enquiry and compare and contrast different forms of evidence.
- I know a range of types of evidence we can use to find out about the past and use knowledge of evidence to begin to suggest suitable sources of evidence for their enquiry.
- I know that using more than one source of evidence for their historical enquiry will help gain a more accurate understanding of life in the studied period.
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Year 5 **As a historian ...**

Vikings

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Key Knowledge

- I can explain that the Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.
- I can explain that they travelled in boats called longships and first arrived in Britain around AD 787
- I can explain that the Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793).
- I can explain that they were looking for valuable goods like gold and jewels, imported foods and other useful materials.
- I can explain that the Vikings also wanted to claim land and tried to take over much of Britain.
- I can explain that they invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain.

Mayans

A non-European society that provides contrasts with British history).

Key Knowledge

- I can explain that the Maya were a civilisation who lived in Mesoamerica (now Central America – South-East Mexico, Guatemala, El Salvador, Belize).
- I can explain that the Maya lived between approx. 2000BCE and 900CE.
- I can explain the features of Ancient Mayan Cities – Cemetery, ball court, acropolis, temples, markets etc).
- I can explain the hierarchy of Mayan Society (farmers, slaves, nobility).
- I can explain about the daily life of Mayan people of different social classes
- I can explain the Mayan religion, gods, rituals and beliefs.
- I can explain the different Mayan inventions and discoveries (number system, calendar, medicine, irrigation and drainage, step farming, legal system, hunting tools, writing through hieroglyphs, chocolate, ball games).
- I know about the food the ancient Mayans ate and its religious and cultural significance.
- I can explain the different theories about the mysterious decline of the Maya
- I can explain that approx. 40% of modern-day Guatemalans are descended from the Maya.
- I can explain that some people still take part in

Mayan rituals.

Skills:

Chronological understanding:

- I know and can sequence key events of the time studied, using relevant terms and period labels.
- I know and can explain the chronology of different time periods and how they relate to one another on a timeline.
- I know and can use appropriate historical vocabulary to communicate about historical events and people.
- I can make comparisons between different times in the past and use knowledge to make connections and contrasts, talking about trends over time.
- I can identify how things have changed and stayed the same.
- I can use my knowledge to create timelines outlining the development of specific features (i.e. medicine, transport), identifying where key changes happened.

Interpretations of History:

- I know that there are a range of representations and sources of the past.
- I understand that our knowledge of the past is constructed from a range of sources and know that accounts of the same event may differ.
- I can compare and contrast accounts of past events - identify differences and similarities and offer some reasons for differences between the versions.
- I can use my knowledge to identify which sources will be most useful for research purposes.
- I understand the social, ethnic, cultural and religious diversity of past societies and understand how beliefs and attitudes can affect how events are viewed and retold.
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- I know that historians must understand the

social context of evidence studied before use.

- I know about key events in the past and understand their impact on people.
- I understand and know about how propaganda was used to galvanise and influence the people.
- I can use literacy, maths and computing skills to clearly communicate information about the past. Present the information in original ways.

Historical Enquiry:

- I know which sources are relevant to their enquiry and can select different sources of evidence and give some reasons for their choices.
- I can begin to identify primary and secondary sources.
- I can use what I have found out about the past to provide simple reasons to support an historical enquiry.
- I understand that some evidence may not be a full reflection of the past, such as propaganda and can seek out a range of evidence to support claims about the past to help build a picture of what happened.
- I know how historical artefacts have helped us understand more about lives in the past and present.
- I can use prior knowledge to devise their own historical questions, refining them when needed.
- I understand that no single source of evidence gives the full answer.
- I know how I can use different sources of evidence to test out a hypothesis and to deduce information that will help us answer.

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As a historian ...

World War II

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Key Knowledge

- I can explain that WWII is an aspect of 'Modern History'
- I know that Germany invaded Poland September 1, 1939
- I can explain that Britain and France declared war on Germany (start of WWII) on September 3, 1939
- I can explain why rationing was introduced across the UK in January 1940
- I can explain that Dunkirk was evacuated and France surrendered to Germany (May - June 1940).
- I can explain that Germany used blitzkrieg to take over much of western Europe
- I can explain that Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940)
- I can explain who the axis alliance were and how they were created.
- I can explain who the allied forces were and how they were created.
- I can explain when the D-Day and Normandy invasion was and what happened.
- I can explain when the war ended and what that is called
- I can explain who the key figures were during the war (Neville Chamberlain, Winston Churchill, Anne Frank, Adolf Hitler)
- I can explain how WWII affected specific locations in the immediate and wider locality that

Dockyard

Local History

Key Knowledge

- I can explain that the Chatham Dockyard was built in 1618.
- I can explain that it was built to support the Royal Navy through a series of trade wars with the Dutch.
- I can explain why it became the principal base for the Royal Navy.
- I know how many British Naval Dockyards there were during the 17th and 18th Century.
- I can compare the amount of dockyards from the past to now.
- I can explain why the Medway Raid happened and the destruction that occurred.
- I can name two ships that were built at Chatham Dockyard.
- I can explain the expansion of the Dockyard and when it happened.
- I can document uses of the dockyard during its time of operation.
- I can explain the impact the dockyard has had on Medway
- I can explain why the population of Chatham grew rapidly.

<p>were affected by bomb damage and relate these to old maps to compare and contrast.</p> <ul style="list-style-type: none"> - To know and explain how and why local landmarks in Medway were targeted. - I can explain what happened to children during the war and know where and why many children from London were evacuated. 		
<p>Skills</p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> - I can sequence key events of historical events and people from past societies, using relevant terms and period labels and place them accurately on a timeline. - I know and can use appropriate historical vocabulary to communicate about historical events and people. - I can describe main changes within a time period (social, cultural, political, religious). - I can use knowledge to create timelines outlining the development of specific features, identifying periods of rapid change and contrasting with times of relatively little change. - I know and can use terms such as social, political, religious and cultural, comparing beliefs and behaviour in different periods of time. - I can use a timeline to represent concepts of continuity and change over time. Interpretations of History: - I know that our knowledge of the past is constructed from a range of sources and can use examples of specific sources that build up a picture of the past. - I know that different evidence could lead to different conclusions. - I can connect, compare and contrast sources - identify differences and offer some reasons for these (using knowledge of features such as ideas, beliefs, attitudes and experiences). - I know how to check the accuracy of interpretations and link sources to work out how 	<p>Skills</p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> - I can sequence key events of historical events and people from past societies, using relevant terms and period labels and place them accurately on a timeline. - I can explain the chronology of different time periods and how they relate to one another on a timeline - I know and can use appropriate historical vocabulary to communicate about historical events and people. - I can describe main changes within a time period (social, cultural, political, religious). - I can use knowledge to create timelines outlining the development of specific features, identifying periods of rapid change and contrasting with times of relatively little change. - I know and can use terms such as social, political, religious and cultural, comparing beliefs and behaviour in different periods of time. - I can use a timeline to represent concepts of continuity and change over time. Interpretations of History: - I know that our knowledge of the past is constructed from a range of sources and can use examples of specific sources that build up a picture of the past. - I know that different evidence could lead to different conclusions. - I can connect, compare and contrast sources - identify differences and offer some reasons for these (using knowledge of features such as ideas, 	

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- can explain why sources were chosen and present information about the past in a variety of ways.

- I understand the social, ethnic, cultural and religious diversity of past societies and talk about beliefs and behaviours of people, knowing that not everyone shares the same view.

- I can compare beliefs and behaviours with another time period I have previously studied.

- I know how propaganda was used to galvanise and influence the people during (studied) key events and then compare how this was represented in similar events from other periods.

- I understand and know that historians must understand the social context of evidence studied before use.

Historical Enquiry:

- I can recognise a wide range of sources of evidence (Primary and Secondary) and how to deduce information about the past.

- I understand that no single source gives the full answer to an enquiry.

- I can find and analyse a wide range of evidence in order to justify statements about the past and give more than one reason to support an historical argument.

- I know which sources will help with my historical enquiry and can select suitable sources that give reasons for my choices.

- I understand what change and cause mean within historical enquiry and can use knowledge from prior learning of periods of time to devise their own historical questions around aspects of change, cause and similarities and differences in time and then refining them when needed, over their enquiry.

- I know and can explain how historical artefacts have helped us understand more about lives in the past and present.

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- I can compare and contrast sources of evidence to help gain a more accurate understanding of changes (and their cause) to life.
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