

Statutory Historical Knowledge		History Skills Statements
<ul style="list-style-type: none"> <li>✓ Changes in Britain from the Stone Age to the Iron Age.</li> <li>✓ The Roman Empire and its impact on Britain.</li> <li>✓ Britain's settlement by Anglo Saxons and Scots.</li> <li>✓ The Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>✓ A local History Study</li> <li>✓ A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</li> <li>✓ The achievements of the earliest civilizations and overview of when and where the first civilizations appeared and an in depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, and The Shang Dynasty of Ancient China.</li> <li>✓ Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>✓ A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c.AD 900; Benin (West Africa) c. AD 900-1300</li> </ul>		<ul style="list-style-type: none"> <li>✓ Develop a chronological understanding and sequence events.</li> <li>✓ Develop their knowledge and understanding of events, people and Changes in the past.</li> <li>✓ To recognise similarities and differences between periods.</li> <li>✓ To understand and interpret a range of historical sources and artefacts. (Looking at artefacts, written sources etc)</li> <li>✓ To develop historical enquiry based on a range of different sources and artefacts. (Historical research)</li> </ul> <p><b>Reading and Communication Skills Statements</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>✓ Listen to and discuss a wide range of texts</li> <li>✓ Use the school and community libraries</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>✓ Engage in meaningful discussions in all areas of the curriculum.</li> <li>✓ Listen to and learn a wide range of subject specific vocabulary.</li> <li>✓ Speak to small and larger audiences at frequent intervals.</li> <li>✓ Debate issues and formulate well-constructed points. (Yr5/6)</li> </ul>
<p><b>Year 3</b> (18 APS)</p>	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age.</li> <li>• The Roman Empire and its impact on Britain.</li> <li>• Britain's settlement by Anglo Saxons and Scots.</li> <li>• The Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can sequence several events or artefacts.</li> <li>• Pupils can place events within the time studied on a timeline.</li> <li>• Pupils can use dates and terms related to the study unit, including BC and AD.</li> <li>• Pupils can distinguish between different sources. E.g: compare different versions of the same story; look at representations of the period.</li> <li>• Pupils can identify and give reasons for different ways in which the past is represented.</li> <li>• Pupils understand that historical events can be interpreted in different ways.</li> <li>• Pupils can use a range of sources to find out more about a particular period in history.</li> <li>• Pupils can observe and discuss small details (artefacts and pictures)</li> <li>• Pupils can identify a range of artefacts used by people in the past and explain how they work.</li> <li>• Begin to use appropriate historical vocabulary.</li> </ul>
<p><b>Year 4</b> (21 APS)</p>	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. (Normans)</li> <li>• The achievements of the earliest civilizations and overview of when and where the first civilizations appeared and an in depth study of one of the following: Ancient Sumer, The Indus Valley, <b>Ancient Egypt</b>, and The Shang Dynasty of Ancient China</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils understand that the past can be divided into different periods of time.</li> <li>• Pupils can recognise some of the similarities and differences between periods.</li> <li>• Pupils can use the terms related to the period and begin to date events.</li> <li>• Pupils can evaluate the usefulness of different sources E.g: history books, websites, artefacts, museum displays etc.</li> <li>• Pupils can use evidence to build up a picture of a past event.</li> <li>• Pupils can ask a variety of questions about an area of historical enquiry.</li> <li>• Begin to use appropriate historical vocabulary to communicate findings and demonstrate knowledge.</li> </ul>
<p><b>Year 5</b> (24 APS)</p>	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. (<b>The Victorian Era</b>)</li> <li>• A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c.AD 900; <b>Benin (West Africa)</b> c. AD 900-1300</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know and can sequence key events of the time studied on a timeline.</li> <li>• Pupils can relate current studies to previous studies.</li> <li>• Pupils can make comparisons between different periods of times in the past.</li> <li>• Pupils can understand why different accounts of history can give a positive or negative view.</li> <li>• Pupils can compare accounts of events from different sources.</li> <li>• Pupils can offer some reasons for different versions of events.</li> <li>• Pupils can begin to identify primary and secondary sources.</li> <li>• Pupils can select relevant information.</li> <li>• Pupils communicate findings using appropriate historical vocabulary.</li> </ul>
<p><b>Year 6</b> (27 APS)</p>	<ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>• A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. (WW2)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils debate issues and formulate well-constructed points about historical issues.</li> <li>• Present findings in a variety of ways using appropriate historical vocabulary.</li> <li>• Pupils can place changes in a given period within a chronological framework.</li> <li>• Pupils can link sources and work out how conclusions were arrived at.</li> <li>• Pupils can consider ways of checking the accuracy of interpretations (fact or fiction, opinion)</li> <li>• Pupils can recognise primary and secondary sources.</li> <li>• Pupils can use a range of sources for their historical enquiry.</li> <li>• Pupils can use sources critically, within the enquiry to reach and support their conclusions about changes in a given period of British history.</li> <li>• Pupils can use relevant dates and terms</li> </ul>

