



History

The Federation of Nettlestone & Newchurch

| Knowledge | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Events beyond living memory e.g The Gunpowder Plot</p> <p>Significant individuals e.g Guy Fawkes or Grace Darling Queen Elizabeth II or Queen Victoria</p> <p>Changes in living memory - History of Newchurch/Nettlestone School - Changes from a baby</p> <p>Local historical events, people and places. Sir Robert Holmes (pirates and Smuggling) Osborne House (Queen Victoria)</p> | <p>Events beyond living memory e.g The Great Fire of London</p> <p>Significant individuals e.g Great Fire of London - Samuel Pepys e.g Tudor explorers - Sir Walter Raleigh and Sir Francis Drake.</p> <p>Local historical events, people and places. e.g The story of the Mary Rose</p> <p>Changes in living memory e.g Toys and games from parents to grandparents</p> | <p>A local history study - Carisbrooke Castle a study of a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p> | <p>The Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudica <p>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>The achievements of the earliest civilizations An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> | <p>Britain's settlement by Anglo-Saxons and Scots This could include:</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include:</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 <p>Ancient Greece</p> <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world. | <p>A non-European society that provides contrasts with British history - Mayan civilization c. AD 900.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history - crime and punishment from the Anglo-Saxons to the present.</p> |

Chronological Understanding

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <ul style="list-style-type: none"> I can put up to three objects in chronological order (recent history) I can use words and phrases like: old, new and a long time ago. I can tell others about things that happened when I was little. I can recognise a story that is read to me may have happened a long time ago. I can understand that some objects belonged to the past. I can retell a familiar story set in the past. <p>I can explain how I have changed since I was born.</p> | <ul style="list-style-type: none"> I can use words and phrases like: before I was born, when I was younger. I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning. I can use the words 'past' and 'present' accurately. I can use a range of appropriate words and phrases to describe the past. I can sequence a set of events in chronological order and give reasons for their order. | <ul style="list-style-type: none"> I can describe events and periods using the words: BC, AD and decade. I can use my mathematical skills to round up time differences into centuries and decades. I can describe events from the past using dates when things happened. I can use a timeline within a specific time in history to set out the order things may have happened. I can use my mathematical knowledge to work out how long ago events would have happened. | <ul style="list-style-type: none"> I can plot recent history on a timeline using centuries. I can place periods of history on a timeline showing periods of time. I can use my mathematical skills to work exact time scales and differences as needs be. I can use dates and historical language in my work. I can begin to build up a picture of what main events happened in Britain/ the world during different centuries. | <ul style="list-style-type: none"> I can use dates and historical language in my work I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. I can place features of historical events and people from past societies and periods in a chronological framework. I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. | <ul style="list-style-type: none"> I can say where a period of history fits on a timeline. I can place a specific event on a timeline by decade. I can place features of historical events and people from past societies and periods in a chronological framework. I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them. |

Knowledge and interpretation

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <ul style="list-style-type: none"> I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. | <ul style="list-style-type: none"> I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. I can explain how my local area was different in the past. I can recount some interesting facts from an | <ul style="list-style-type: none"> I can appreciate that the early Brits would not have communicated as we do or have eaten as we do. I can simply explain what life would have been like for the early settlers. I can recognise that Britain has been invaded by several different groups over time many of which would have | <ul style="list-style-type: none"> I can explain how events from the past have helped shape our lives. I can appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. I can explain that people who lived in the past cooked | <ul style="list-style-type: none"> I can describe historical events from the different period/s they are studying/have studied. I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same. I can explain the role that Britain has had in spreading | <ul style="list-style-type: none"> I can summarise the main events from a specific period in history, explaining the order in which key events happened. I can summarise how Britain has had a major influence on world history. I can summarise what Britain may have learnt from other countries and |

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| <ul style="list-style-type: none"> • I can understand that we have a queen who rules us and that Britain has had a king or queen for many years. • I can explain what is meant by a parliament. | <p>historical event, such as where the 'Fire of London' started.</p> <ul style="list-style-type: none"> • I can explain why Britain has a special history by naming some famous events and some famous people. • I can explain why someone in the past acted in the way they did. • I can give examples of things that are different in my life from that of my grandparents when they were young. | <p>fought fiercely, using hand to hand combat.</p> <ul style="list-style-type: none"> • I can suggest why certain events happened as they did in history. | <p>and travelled differently and used different weapons from ours.</p> <ul style="list-style-type: none"> • I can recognise that the lives of wealthy people were very different from those of poor people through time. • I can begin to appreciate that how we make decisions has been through a Parliament for some time. | <p>Christian values across the world.</p> <ul style="list-style-type: none"> • I can begin to appreciate that how we make decisions has been through a Parliament for some time. • I can appreciate that significant events in history have helped shape the country we have today. | <p>civilizations through time gone by and more recently.</p> <ul style="list-style-type: none"> • I can describe features of historical events and people from past societies and periods they have studied. • I can they recognise and describe differences and similarities/ changes and continuity between different periods of history. • I can explain how crime and punishment has changed over the years. |
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Historical enquiry

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <ul style="list-style-type: none"> • I can answer questions using a range of artefacts/photographs provided. • I can find out more about a famous person from the past and carry out some research on him or her. • I can find out something about the past by talking to an older person. | <ul style="list-style-type: none"> • I can find out something about the past by talking to an older person. • I can answer questions by using a specific source, such as an information book. • I can research the life of a famous Briton from the past using different resources to help me. • I can research about a famous event that happens in Britain and why it has been happening for some time. • I can research the life of someone who used to live in our area using the Internet and other sources to find out about them. | <ul style="list-style-type: none"> • I can say how archaeologists help us understand more about what happened in the past. • I can use various sources of evidence to answer questions. • I can research a specific event from the past and then write about it. | <ul style="list-style-type: none"> • I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. • I can research more than one version of an event and say how they differ. • I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. • I can give more than one reason to support an historical argument. • I can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. | <ul style="list-style-type: none"> • I can test out a hypothesis in order to answer a question. • I can appreciate how historical artefacts have helped us understand more about British lives in the present and past. • I can give more than one reason to support a historical argument. • I can identify and explain my understanding of propoganda | <ul style="list-style-type: none"> • I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. • I can identify and explain my understanding of propoganda. • I can describe a key event from Britain's past using a range of evidence from different sources. • I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out. |

