Lawn Primary School

History Knowledge Map

Essential opportunities and essential learning objectives for Key Stages 1 and 2

Essential opportunities

Key Stage 1

- Children will learn about and research 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.
  Examples: scientists – Tim Peake (comparing with Neil Armstrong); medical pioneers – Florence Nightingale, Edith Cavell and Mary Seacole; explorers – Christopher Columbus; pioneers – the Wright Brothers and Amelia Earhart.
- Children will study 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).
- Children will look at changes within living memory, for example toys, technology, entertainment and medical equipment. Where appropriate, these should be used to reveal aspects of change in national life.
- Significant historical events, people and places in their own locality.

Key Stage 2

Children will learn about and research the changes in Britain from the Stone Age to the Iron Age. In addition, they will learn about:

- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England.
- A local history study.
- A study of a theme in British history.
- The achievements of the earliest civilizations and an in-depth study of Ancient Egypt.
- Ancient Greece.
- A non-European society that contrasts with British history, e.g. the Mayan civilization or Benin.

Essential learning objectives

Objective	End of Key Stage 1	End of Year 4	End of Year 6
CORE SKILLS **To investigate and interpret the past**	• Observe or handle evidence and artefacts to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	• Use evidence and artefacts to ask questions and find answers to questions about the past. • 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. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	• Use sources of evidence and artefacts to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.

Objective	End of Key Stage 1	End of Year 4	End of Year 6
CORE SKILLS **To build an overview of history**	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain in the areas they have studied (Stone and Iron Age, Romans, Tudors). • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain in the areas they have studied (Vikings, Victorians, WW2). • Compare and contrast some of the times studied with those of the other areas of interest around the world. • Describe and understand some of the reasons for the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children, and how this influenced society and day-to-day life.
CORE SKILLS **To understand chronology**	• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.	• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
CORE SKILLS **To communicate about history**	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	• Use appropriate historical vocabulary to communicate, including dates, time period, era, change and chronology. • Use literacy, numeracy and computing skills to the relevant standard in order to communicate information about the past.	• Use appropriate historical vocabulary to communicate, including dates, time period, era, chronology, continuity, change, century, decade and legacy. • Use literacy, numeracy and computing skills to the relevant standard in order to communicate information about the past. • Use original ways to clearly present information and ideas.