



# Clara Grant

## Key Knowledge, Skills and Understanding

### HISTORY

# Knowledge, Skills and Understanding breakdown for History

## EYFS “Understanding the World”

Characteristics of Effective Learning (Skills)	Knowledge and Interpretation	Early Learning Goal
<p><b>Playing and exploring</b> – engagement</p> <ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to ‘have a go’</li> </ul> <p><b>Active learning</b> – motivation</p> <ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keeping trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> <p><b>Creating and thinking critically</b> – thinking</p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Choosing ways to do things</li> </ul>	<ul style="list-style-type: none"> <li>• Children show interest in the lives of people who are familiar to them.</li> <li>• Do they remember and talk about significant events in their own experience?</li> <li>• Can they recognise and describe special times or events for family or friends.</li> <li>• Do they show interest in different occupations and ways of life?</li> <li>• Children know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>

# Knowledge, Skills and Understanding breakdown for History

## Year 1

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>• Can they put up to three objects in chronological order (recent history)?</li> <li>• Can they use words and phrases like: old, new and a long time ago?</li> <li>• Can they tell me about things that happened when they were little?</li> <li>• Can they recognise that a story that is read to them may have happened a long time ago?</li> <li>• Do they know that some objects belonged to the past?</li> <li>• Can they retell a familiar story set in the past?</li> <li>• Can they explain how they have changed since they were born?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they appreciate that some famous people have helped our lives be better today?</li> <li>• Can they recount some interesting facts from a historical event, such as where the fire of London started?</li> <li>• Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</li> <li>• Can they begin to identify the main differences between old and new objects?</li> <li>• Can they identify objects from the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they ask and answer questions about old and new objects?</li> <li>• Can they spot old and new things in a picture?</li> <li>• Can they answer questions using a artefact/ photograph provided?</li> <li>• Can they give a plausible explanation about what an object was used for in the past?</li> </ul>

# Knowledge, Skills and Understanding breakdown for History

## Year 2

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>• Can they use words and phrases like: before I was born, when I was younger?</li> <li>• Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>• Can they use the words past and present correctly?</li> <li>• Can they use a range of appropriate words and phrases to describe the past?</li> <li>• Can they sequence a set of events in chronological order and give reasons for their order?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later?</li> <li>• Can they explain how their local area was different in the past?</li> <li>• Can they give examples of things that are different in their life from that of their grandparents when they were young?</li> <li>• Can they explain why Britain has a special history by naming some famous events and some famous people?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they find out something about the past by talking to an older person?</li> <li>• Can they answer questions by using a specific source, such as an information book?</li> <li>• Can they research what events were like in the past using different resources to help them?</li> <li>• Can they research about a famous event that happens in Britain and why it has been happening for some time?</li> <li>• Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</li> </ul>

# Knowledge, Skills and Understanding breakdown for History

## Year 3

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: BC, AD and decade?</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</li> <li>• Can they begin to picture what life would have been like for the early settlers?</li> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they research a specific event from the past ?</li> <li>• Can they use their 'information finding' skills in writing to help them write about historical information?</li> <li>• Can they, through research, identify similarities and differences between given periods in history?</li> </ul>

# Knowledge, Skills and Understanding breakdown for History

## Year 4

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they place periods of history on a timeline showing periods of time?</li> <li>• Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how events from the past has helped shape our lives?</li> <li>• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they research two versions of an event and say how they differ?</li> <li>• Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</li> <li>• Can they give more than one reason to support a historical argument?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul>

# Knowledge, Skills and Understanding breakdown for History

## Year 5

<b>Chronological understanding</b>	<b>Knowledge and interpretation</b>	<b>Historical enquiry</b>
<ul style="list-style-type: none"><li>• Can they use dates and historical language in their work?</li><li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li><li>• Can they use their mathematical skills to work exact time scales and differences as need be?</li></ul>	<ul style="list-style-type: none"><li>• Can they describe historical events from the different period/s they are studying/have studied?</li><li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li><li>• Can they explain the role that Britain has had in the decline of pre-colonial empires across the world?</li><li>• Do they appreciate that significant events in history have helped shape the country we have today?</li><li>• Do they have a good understanding as to how the ancient greek civilisation hugely influenced many modern Western cultural and political institutions?</li></ul>	<ul style="list-style-type: none"><li>• Can they test out a hypothesis in order to answer a question?</li><li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li></ul>

# Knowledge, Skills and Understanding breakdown for History

## Year 6

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they place a specific event on a timeline by decade?</li> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they summarise how Britain has had a major influence on world history?</li> <li>• Can they summarise what Britain may have learned from its involvement with other countries and civilizations through time gone by and more recently?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> <li>• Can they identify and explain their understanding of propaganda?</li> <li>• Can they describe a key event from Britain's past using a range of evidence from different sources?</li> </ul>