

Key Content for History

Early Years Foundational Knowledge of History						
EYFS: <ul style="list-style-type: none"> • know the past has already happened • notice differences between people (old/young) • Talk about what they see (old items) • Begin to make sense of their own life story • Show interest in different occupations • Know the members of their family and community • Name and describe people who are familiar to them 			Reception: <ul style="list-style-type: none"> • know things that have happened, happened in the past • Talk about past and present events • comment on images of familiar situations in the past • compare and contrast characters from stories including figures from the past 			
Cycle/Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge of History	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information • know how to sequence events in their life • know how to use a simple timeline to order some recent events 	<ul style="list-style-type: none"> • Know that there are reasons why things happened in the past and the results of those events • know how to compare pictures of photographs of the past • know that there are sources and use this knowledge to make simple observations • know more complex vocabulary for the passing of time e.g.: a long time ago; centuries ago... 	<ul style="list-style-type: none"> • know how to place the time studied on a timeline • Know the concept of decades and centuries and use to divide the past into periods of time • know that a range of sources can be used to find out about a time period • identify reasons for and results of people's actions 	<ul style="list-style-type: none"> • know how to place events from time period studied on a timeline • know terms relating to the time period and begin to date events • know the terms BC/AD or BCE/CE • begin to evaluate the usefulness of different sources 	<ul style="list-style-type: none"> • Know and sequence key events from time period studied • Make comparisons between different times in the past • Examine cause and results of great events and the impact on people • describe the main changes in a period of history from different perspectives e.g.: political, cultural 	<ul style="list-style-type: none"> • Place current study on a timeline in relation to other studies • Compare beliefs and behaviours between time periods • bring knowledge gathered from several sources together in a fluent account • describe differences within and across time periods studied

Specific Chronological and Wider Historical Knowledge						
Cycle A - Unit 1 Y1/2 - Local History GWR Y3/4- Life as a Victorian Child Y5/6 - Crime and Punishment through the ages	<ul style="list-style-type: none"> know different modes of transport through the ages know how rail travel started know the part Swindon played in the development of the railways know who Isambard Kingdom Brunel is and some of his main achievements 	<ul style="list-style-type: none"> know different modes of transport through the ages know how rail travel started know the part Swindon played in the development of the railways know who Isambard Kingdom Brunel is and some of his main achievements 	<ul style="list-style-type: none"> know the Victorian era was during the reign of Queen Victoria - 1838 - 1901 know some of the key inventions in the Victorian era know that the lives of children changed drastically through the Victorian period know what it was like to go to school 	<ul style="list-style-type: none"> know the Victorian era was during the reign of Queen Victoria - 1838 - 1901 know some of the key inventions in the Victorian era know that the lives of children changed drastically through the Victorian period know what it was like to go to school 	<ul style="list-style-type: none"> know how Romans viewed crime and punishment Know how the Anglo Saxons viewed crime and punishment by ordeal Know how the Tudors viewed crime and punishment Know that the Victorians built many prisons to deter crime 	<ul style="list-style-type: none"> know how Romans viewed crime and punishment Know how the Anglo Saxons viewed crime and punishment by ordeal Know how the Tudors viewed crime and punishment Know that the Victorians built many prisons to deter crime
Cycle A - Unit 2 Y1/2 - Moon Landing and history of Space exploration Y3/4 - Local History GWR Y5/6 - Anglo-Saxons and Uniting the Kingdom of England	<ul style="list-style-type: none"> know the main events and people of the moon landing know what the space shuttle was and how it worked know that the International Space Station orbits Earth and has done for over 30 years know who Tim Peake is and what he achieved 	<ul style="list-style-type: none"> know the main events and people of the moon landing know what the space shuttle was and how it worked know that the International Space Station orbits Earth and has done for over 30 years know who Tim Peake is and what he achieved 	<ul style="list-style-type: none"> know the different forms of transport during the Victorian period know the impact the industrial revolution had on transport know how the railway impacted people's lives in Swindon know the history of the railway works in Swindon 	<ul style="list-style-type: none"> know the different forms of transport during the Victorian period know the impact the industrial revolution had on transport know how the railway impacted people's lives in Swindon know the history of the railway works in Swindon 	<ul style="list-style-type: none"> know who the Anglo Saxons were and where they came from know the kingdoms of Anglo Saxon England and how they were united know how life in Britain changed because of the Anglo Saxon and Scot invasion know the change in religious beliefs during the Anglo-Saxon period 	<ul style="list-style-type: none"> know who the Anglo Saxons were and where they came from know the kingdoms of Anglo Saxon England and how they were united know how life in Britain changed because of the Anglo Saxon and Scot invasion know the change in religious beliefs during the Anglo-Saxon period
Cycle A - Unit 3 Y1/2 - Changes within living memory "30 years ago" Y3/4 - Tudors Y5/6 - Ancient Greeks	<ul style="list-style-type: none"> what was 30 years ago know what children did for leisure and entertainment 30 years ago Know how technology has changed in 30 years know what children wore 30 years ago and how it compares to now 	<ul style="list-style-type: none"> what was 30 years ago know what children did for leisure and entertainment 30 years ago Know how technology has changed in 30 years know what children wore 30 years ago and how it compares to now 	<ul style="list-style-type: none"> know who the Tudors were (Henry VII, Henry VIII, Elizabeth I, 1485-1603) know who Henry VIII was and who his wives were know why there was the break from Rome know who Queen Elizabeth was and some of the things that happened during her reign (Spanish Armada, Plague, Exploration of the new world) 	<ul style="list-style-type: none"> know who the Tudors were (Henry VII, Henry VIII, Elizabeth I, 1485-1603) know who Henry VIII was and who his wives were know why there was the break from Rome know who Queen Elizabeth was and some of the things that happened during her reign (Spanish Armada, Plague, Exploration of the new world) 	<ul style="list-style-type: none"> know about Greek civilisation (Who/when/where) and organisation (City States) know that Greece was the birthplace of democracy know that the Olympics started in ancient Greece know about Greek religious beliefs as well as myths 	<ul style="list-style-type: none"> know about Greek civilisation (Who/when/where) and organisation (City States) know that Greece was the birthplace of democracy know that the Olympics started in ancient Greece know about Greek religious beliefs as well as myths
Cycle B - Unit 1 Y1/2 -Nurses through Time (Florence Nightingale)	<ul style="list-style-type: none"> Talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell. 	<ul style="list-style-type: none"> Talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell. 	<ul style="list-style-type: none"> know how people lived in the Palaeolithic/Mesolithic and Neolithic periods know what prehistory means 	<ul style="list-style-type: none"> know how people lived in the Palaeolithic/Mesolithic and Neolithic periods know what prehistory means 	<ul style="list-style-type: none"> know that The Romans invaded three times and what happened as a result 	<ul style="list-style-type: none"> know that The Romans invaded three times and what happened as a result

<p>Y3/4 - Stone Age to Iron Age Y5/6 - Invaders (Romans and Vikings)</p>	<ul style="list-style-type: none"> • know the chronology of the historical periods in which Florence Nightingale, Mary Seacole and Edith Cavell lived • know key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell • know the impact the three nurses had on today's nursing 	<ul style="list-style-type: none"> • know the chronology of the historical periods in which Florence Nightingale, Mary Seacole and Edith Cavell lived • know key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell • know the impact the three nurses had on today's nursing 	<ul style="list-style-type: none"> • know that Stonehenge and Skara Brae are • know how people lived in the bronze and iron ages 	<ul style="list-style-type: none"> • know that Stonehenge and Skara Brae • know how people lived in the bronze and iron ages 	<ul style="list-style-type: none"> • Know that Vikings and Anglo Saxons invaded England • know the place of Anglo-Saxon kings and the uniting of England • know about the battle of Hastings and William the Conqueror 	<ul style="list-style-type: none"> • Know that Vikings and Anglo Saxons invaded England • know the place of Anglo-Saxon kings and the uniting of England • know about the battle of Hastings and William the Conqueror
<p>Cycle B - Unit 2 Y1/2 - Great Fire of London Y3/4 - Ancient Egypt Y5/6 - WW2</p>	<ul style="list-style-type: none"> • know why/where/when it started • know what happened and how we know (Samuel Pepys diary) • know why so many houses burnt down • know how people lived through it 	<ul style="list-style-type: none"> • know why/where/ when it started • know what happened and how we know (Samuel Pepys diary) • know why so many houses burnt down • know how people lived through it 	<ul style="list-style-type: none"> • The Egyptian period was from c. 3100 BCE until the Romans invaded and took Egypt in 30 BCE • Know about the pyramids and why they were built and who built them • Know what the Egyptians believed about death in ancient Egypt • Know about the tomb of Tutankhamun and its discovery by Howard Carter. 	<ul style="list-style-type: none"> • The Egyptian period was from c. 3100 BCE until the Romans invaded and took Egypt in 30 BCE • Know about the pyramids and why they were built and who built them • Know what the Egyptians believed about death in ancient Egypt • Know about the tomb of Tutankhamun and its discovery by Howard Carter. 	<ul style="list-style-type: none"> • Know why and when the war started • Know about the evacuation and the blitz • Know the role of women in the war • Know that rationing was introduced and what it meant for everyone 	<ul style="list-style-type: none"> • Know why and when the war started • Know about the evacuation and the blitz • Know the role of women in the war • Know that rationing was introduced and what it meant for everyone
<p>Cycle B - Unit 3 Y1/2 - Kings and Queens Y3/4 - Romans Y5/6 - Mayans</p>	<ul style="list-style-type: none"> • know the chronology of Kings and Queens since 1066 • know key facts about: Edward I, Henry VIII Elizabeth I and Victoria • know that Elizabeth II is the longest reigning monarch • know why we have kings and queens 	<ul style="list-style-type: none"> • know the chronology of Kings and Queens since 1066 • know key facts about: Edward I, Henry VIII Elizabeth I and Victoria • know that Elizabeth II is the longest reigning monarch • know why we have kings and queens 	<ul style="list-style-type: none"> • know why and when the Romans invaded and settled in Britain • know that the people already here were called Celts and they revolted (Boudicca) • know about the Roman army both the Legions and Auxiliary • know what the Romans left behind in Britain - Houses, roads etc. 	<ul style="list-style-type: none"> • know why and when the Romans invaded and settled in Britain • know that the people already here were called Celts and they revolted (Boudicca) • know about the Roman army both the Legions and Auxiliary • know what the Romans left behind in Britain - Houses, roads etc. 	<ul style="list-style-type: none"> • know who, where and when the Maya lived • know about Mayan writing system and compare to others the children know • know about Mayan religious beliefs including the upper world and underworld • know what still exists from the Mayan period 	<ul style="list-style-type: none"> • know who, where and when the Maya lived • know about Mayan writing system and compare to others the children know • know about Mayan religious beliefs including the upper world and underworld • know what still exists from the Mayan period