

History Disciplinary Knowledge

Year group	Term	Scheme of Work	Disciplinary Knowledge
1	Autumn	Toys Past and Present	I can order decades chronologically.
			I know that some objects are different in the past to how they are today.
			I can describe old objects.
			I can identify objects that are old and objects that are new.
			I can compare old and new objects.
	Spring	Intrepid explorers	I can distinguish between different periods in History using simple markers, such as inventions.
			I can use simple texts to find out about people who lived a long time ago.
			I can pose simple questions to find out about the past.
			I can compare the lives and achievements of two famous historical figures.
	Summer	Castles	I can use simple texts to find out about people who lived a long time ago.
			I can organise events into a simple timeline.
			I can use photographs of castles to find out about the past.
2	Autumn	Guy Fawkes and The Gun Powder Plot	I can order simple events chronologically.
			I know that King James was king during the time of the gunpowder plot.
			I can explain why events in the past are still significant today.
	Spring	Florence Nightingale	I can use a photograph to infer facts about a person and time period.
			I can use quotes from historical figures to learn about people and events in the past.
	Summer	What were seaside holidays like in the past?	I can use a range of photographs to infer information about the past.
			I can order photos from three different time eras chronologically.
3	Autumn	Stone Age to Iron Age	I can explain how archaeologists use artefacts to learn about the past.
			I can explain some of the methods archaeologists use to find out about the past.
			I can use a variety of sources to find out about the past.
			I know that prehistory spans millions of years.
			I can consider different points of view about historical events.

	Spring	Invaders and Settlers: Romans	<p>I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain.</p> <p>I can place Romans on a timeline.</p> <p>I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43AD.</p>
	Summer	Ancient Egypt	<p>I can describe the difference between ancient and modern periods.</p> <p>I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras.</p> <p>I can explore artefacts found in Tutankhamens's tomb to infer understanding about ancient Egypt.</p> <p>I can choose an area to research, and use a variety of sources to carry out my research.</p> <p>I can explain the significance of the discovery of the Rosetta stone.</p> <p>I can explain the process of mummification.</p>
4	Autumn	Early Civilisations	<p>I can make predictions about objects that might have been invented before, during and after early civilisations.</p> <p>I can use different sources of information to confirm if my predictions were correct or not.</p> <p>I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions.</p> <p>I can explain the difference between AD and BC years.</p> <p>I can place the earliest civilisations on a timeline.</p>
	Spring	Anglo-Saxons, Picts and Scots	<p>I can explain some of the ways archaeologists choose which sites to excavate.</p> <p>I know that there are questions about the past that have not yet been fully answered by historians.</p> <p>I can use artefacts to support my ideas about who was buried at Sutton Hoo.</p> <p>I can find out about daily life of Anglo-Saxons using riddles, recipes and games from the time.</p> <p>I know when Christianity came to Britain.</p> <p>I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire.</p> <p>I know that I need to think critically about a historical source in order to assess its reliability.</p>
	Summer	The Maya	<p>I can generate multiple questions to explore, choosing the ones I most want to investigate.</p> <p>I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation.</p> <p>I understand the importance of preserving historical documents and artefacts.</p> <p>I know that knowledge of the past is constantly improving as historians make more discoveries.</p> <p>I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period.</p> <p>I can organise key events from the Mayan civilisation on a timeline with AD/BC dates.</p>
5	Autumn	Vikings vs Anglo-Saxons	<p>I can use a picture of maps of Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period.</p> <p>I can read extracts from increasingly challenging sources.</p>

			I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led England becoming a unified country.
	Spring	Local study	<p>I can read and compare maps of the local area from the nineteenth and twentieth centuries with those of the present day.</p> <p>I can visit local places of significance and make observations that tell me about what Manchester was like historically and culturally 150 years ago.</p> <p>I can witness traces of the past that still remain today, and explain the significance of them.</p> <p>I can infer information about daily life, in Manchester, during the Industrial Revolution.</p>
	Summer	Who were the Ancient Greeks?	<p>I can infer information about daily life in Ancient Greece by studying ancient Greek artefacts.</p> <p>I can identify the difference between primary and secondary sources of information.</p> <p>I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths.</p> <p>I can arrange key civilisations in world history chronologically.</p> <p>I can place and name periods in the ancient Greek civilisation and order them on a timeline.</p>
6	Autumn	Crime and Punishment	I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era.
	Spring	Shang Dynasty	<p>I know that some historical sources were written thousands of years ago after the event and are thus unreliable.</p> <p>I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty.</p> <p>I can compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable.</p> <p>I know that the Shang Dynasty was in power during the Bronze Age.</p>
	Summer	How life in Britain has Changed since 1948	<p>I can suggest which decade a photo was taken in, using historical clues.</p> <p>I can describe changes in Britain since 1948 chronologically.</p> <p>I can identify whether a source is primary or secondary.</p> <p>I can use primary and secondary sources to research different decades.</p> <p>I can suggest which sources I would need to consult to research different eras in Britain.</p>