

Cheetwood Community Primary School



History Skills, Knowledge and Knowledge Categories

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
Nursery	Autumn	n/a	<p>I can use the words day and night.</p> <p>I can talk about what I could do as a baby and what I can do now. (with support)</p>	<p>I know that my birthday is not every day.</p> <p>I know how some people celebrate bonfire night.</p> <p>I know it is light in the day and dark at night.</p> <p>I know that in autumn, leaves fall from trees and change colour.</p> <p>I know that I was once a baby.</p>	Chronology- Past and Present
	Spring	n/a	I can talk about the Autumn walk and say what is different on the Spring walk (with support)	I know who is in my family ... grandparent, grandma, grandad	Chronology- Past and Present
	Summer	n/a	<p>I can follow a simple sequence of events to complete an activity.</p> <p>I can talk about some people in my extended family (with support) ... aunt, uncle, cousin</p> <p>I can remember and talk about what happened on our school trip.</p>	<p>I know that I come to school in the morning.</p> <p>I know that after lunch it is afternoon.</p> <p>I know that dinosaurs lived a long time ago</p>	Chronology- Past and Present

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
Reception	Autumn	n/a	<p>I can follow and use a visual timetable.</p> <p>I can recite the days of the week.</p> <p>I can talk about how to complete a simple activity.</p> <p>I can talk about what they were like when they were a baby.</p>	<p>I know what comes next.</p> <p>I know different things that happen on different days of the week...</p> <p>I know that bonfire night takes place in autumn.</p> <p>I know my family name / surname.</p> <p>I know that my parents and grandparents were once babies and children.</p> <p>I know who is in my immediate family.</p> <p>I know Florence Nightingale was a nurse along time ago.</p>	<p>Past and Present (Chronology)</p> <p>Significant people</p>
	Spring	n/a	<p>I can predict what might happen next within the daily routine with some accuracy and understanding.</p>	<p>I know that there are four seasons across the year.</p>	<p>Past and Present (Chronology)</p> <p>Significant people</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
			I can use some sequencing vocabulary... before, next, after, early, later		
	Summer	n/a	<p>I can recite the months of the year.</p> <p>I can say the cycle of seasons.</p> <p>I can talk about how trees change through the different seasons.</p> <p>I can use some sequencing vocabulary confidently.</p> <p>I can talk about one thing that was different when my parents were babies / children.</p>	<p>I know that there is a repeated cycle of seasons.</p> <p>I know one fact about each season.</p> <p>I know that some things were different when my parents / grandparents were children e.g. How did they travel to school? What did their schools look like?</p> <p>I know who David Attenborough is and why he is important.</p>	<p>Significant people</p> <p>Chronology</p> <p>Culture and pastimes</p> <p>Transport</p>
1	Autumn	Toys Past and Present	<p>I can identify and compare objects that are old and objects that are new.</p> <p>I can order decades chronologically.</p> <p>I can describe old objects.</p>	<p>I know that some objects are different in the past to how they are today.</p> <p>I know what makes something old and something new.</p>	<p>Artefacts and evidence</p> <p>Culture and Pastimes</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
	Spring	Intrepid explorers	<p>I can compare and talk about two famous historical figures and their achievements (Christopher Columbus and Neil Armstrong).</p> <p>I can ask simple questions to find out about famous historical figures.</p> <p>I can use simple sources of information to find out about people who lived a long time ago.</p> <p>I can distinguish between different periods in time using simple markers, such as inventions.</p>	<p>I know that life was very different in the past than how it is today.</p> <p>I know that people knew less about the world in the past than we know today.</p> <p>I know that some people's achievements and discoveries can change the world.</p> <p>I know that Christopher Columbus sailed around the world and discovered new lands.</p>	<p>Location</p> <p>Culture and Pastimes</p> <p>Travel and Exploration</p> <p>Significant People and Events</p>
	Summer	Castles	<p>I can use simple texts to find out about people who lived a long time ago.</p> <p>I can organise events into a simple timeline.</p> <p>I can use photographs of castles to find out about the past.</p>	<p>I know that people fight battles to take control of a country.</p> <p>I know that castles were built as fortresses and can explain why this was necessary.</p> <p>I know some actions a new monarch would need to take to make sure his crown was safe.</p>	<p>Artefacts and evidence</p> <p>Locations</p> <p>Society</p> <p>Significant People and Events</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
				<p>I know the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants (hierarchical feudal system).</p> <p>I know that the way castles are used have changed over time.</p> <p>I know where the Normans lived.</p>	
2	Autumn	Guy Fawkes and The Gunpowder Plot	<p>I can order simple events chronologically.</p> <p>I can explain why events in the past are still significant today.</p>	<p>I know that the Gunpowder plot was in 1605</p> <p>I know that Guy Fawkes tried to destroy Houses of Parliament</p> <p>I know that King James was king during the time of the gunpowder plot.</p>	<p>Artefacts and evidence</p> <p>Culture and Pastimes</p> <p>Significant People and Events</p>
	Spring	Florence Nightingale	<p>I can use photographs to infer facts about a person and time period.</p> <p>I can use quotes from historical figures to learn about people and events in the past.</p>	<p>I know that Florence Nightingale was a nurse in the 1800s .</p> <p>I know Florence Nightingale worked at the Scutari hospital in the Crimean War and made changes to the hospital that made the lives better for the patients.</p>	<p>Artefacts and evidence</p> <p>Society</p> <p>Travel and Exploration</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
				I know Florence Nightingale established the Nightingale Training School for Nurses and was known for improving the way nurses were trained from then on.	Significant People and Events
	Summer	What were seaside holidays like in the past?	<p>I can use a range of photographs to infer information about the past.</p> <p>I can order photos from three different time eras chronologically.</p> <p>I can sequence events on a timeline</p>	<p>I know UK seaside holidays take place in the summer.</p> <p>I know the invention of the steam train made holidays by the sea more accessible to all meaning seaside towns began to grow and develop</p> <p>I know what a seaside pier is and know the sorts of entertainments found in seaside locations</p> <p>I know the difference between BC and AD</p>	<p>Artefacts and evidence</p> <p>Locations</p> <p>Culture and Pastimes</p> <p>Society</p>
3	Autumn	Stone Age to Iron Age	<p>I can explain how archaeologists use artefacts to learn about the past.</p> <p>I can describe how we can find out about the prehistoric past</p>	<p>I know some of the methods archaeologists use to find out about the past.</p> <p>I know the 3 periods of prehistory</p>	<p>Artefacts and evidence</p> <p>Locations</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
			<p>I can use a variety of sources to find out about the past.</p> <p>I can describe how life changed for people through the Stone, Bronze and Iron age.</p> <p>I can plot the Stone, Bronze and Iron age on a timeline.</p> <p>I can use the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</p>	<p>I know that our knowledge of the past is constructed from a range of sources.</p> <p>To know how daily life changed through the three main sections of Stone Age Britain.</p> <p>I know what a civilisation is.</p> <p>I know what the role of archaeologists is in collecting evidence and how this is open to interpretation</p> <p>I know the importance of Stonehenge, the surrounding theories of its purpose, the most recent findings, and how it can be utilised to discover key information regarding Stone Age people's religious beliefs and their understanding of their calendar.</p>	<p>Settlements</p> <p>Food and Farming</p>
	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 the Roman occupation of Britain 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> <p>I can use the terms invade and settle.</p>	<p>Artefacts and evidence</p> <p>Locations</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
			<p>I can consider different points of view about historical events.</p> <p>I can form my own opinions of Boudica.</p>	<p>I know the significance of the Roman army and why they were so successful</p> <p>I can use a variety of sources to piece together the Roman invasion of Britain.</p> <p>I know who Boudica was and her relevance during this period and the revolt.</p>	<p>Culture and pastimes</p> <p>Conflict</p> <p>Settlements</p>
	Summer	Ancient Egypt	<p>I can sort the important dates and place them chronologically on a timeline.</p> <p>I can compare Ancient Egyptian life to other periods in history.</p> <p>I can say when the Ancient Egyptians lived.</p> <p>I can answer questions using reliable evidence and facts.</p> <p>I can name a variety of historical sources.</p>	<p>I know when and where the Ancient Egyptians lived and the names of some of its city states.</p> <p>I know how the Egyptian society and the hierarchy system works</p> <p>I know the Gods worshipped by the Egyptians.</p> <p>I know how the civilisation of Egypt ended.</p> <p>I know the mummification process of Ancient Egyptians.</p>	<p>Beliefs</p> <p>Food and farming</p> <p>Settlements</p> <p>Society</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
			<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. I can use Egyptian art to find out about life in Egypt.ore, choosing the ones I most want to investigate.</p> <p>I can explain the significance of the discovery of the Rosetta stone. I can use Egyptian art to find out about life in Egypt.</p> <p>I can explain the process of mummification</p>	<p>I know the difference between CE and BC dates</p> <p>I know the beliefs surrounding death for Ancient Egyptians.</p>	
4	Autumn	Early Civilisations	<p>I can make predictions</p> <p>I can use a variety of sources to help answer questions</p> <p>I can use a timeline to place the earliest civilisations.</p>	<p>I know how the writing system changed overtime</p> <p>I know how the number system changed over time</p> <p>I know that the first coins were used in 700BC</p>	<p>Artefacts and Evidence</p> <p>Society</p> <p>Travel and Exploration</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
			<p>I can describe how the number system has changed over time</p> <p>I can explain how buildings have developed over time</p>	<p>I know that objects might have been invented before, during and after early civilisations.</p> <p>I know how buildings developed overtime</p>	Food and Farming
	Spring	Anglo-Saxons, Picts and Scots	<p>I can use artefacts and study objects to support my ideas</p> <p>I can identify on a map where the Anglo Saxons came from.</p> <p>I can compare the difference between invasion and settlement.</p> <p>I can use a variety of historical sources to find out about everyday life</p> <p>I can explain the pastimes of the different types of people in Anglo Saxon Britain</p>	<p>I know where to place the Anglo Saxons on a timeline</p> <p>I know who the Scots and Picts are and how they lived</p> <p>I know about the spread of christianity in Britain and the influence on the existing beliefs.</p> <p>I know the pastimes of different type of people in Anglo-Saxon Britain, including culture, art and music.</p> <p>I know about everyday life in the Anglo Saxon times.</p>	<p>Artefacts and Evidence</p> <p>Location</p> <p>Settlements</p> <p>Conflict</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
	Summer	The Maya	<p>I can generate questions that the discovery of the Mayan ruins would have brought up</p> <p>I can order the Mayan civilisation chronologically on a timeline using AD and BC dates</p> <p>I can evaluate a range of sources to find out information and ask questions about daily life</p> <p>I can use given symbols to decode and translate Mayan writing and numbers.</p> <p>I can explain what the Mayas believed in</p>	<p>I know about the Spanish conquistadors and their expeditions in MesoAmerica.</p> <p>I know how archaeologists used evidence to discover the Mayan civilisation.</p> <p>I know how the Mayan civilisation was organised.</p> <p>I know some of the Mayan symbols for numbers and words.</p> <p>I know what the Maya believed in, including their religious rites and rituals.</p>	<p>Artefacts and Evidence</p> <p>Location</p> <p>Settlements</p> <p>Society</p> <p>Conflict</p>
5	Autumn	Vikings vs Anglo-Saxons	<p>I can read critically: to search for clues in texts and documents on the key events during the Viking invasions</p> <p>I can find and retrieve evidence on what life was like during the struggle for power between Anglo-Saxons</p>	<p>I know how Anglo -Saxons came to Britain and know what life was like in the 8th Century before the Viking Invasions.</p> <p>I know when the Vikings first invaded Britain and recognise reasons for the invasion as seen from different perspectives.</p>	<p>Artefacts and Evidence</p> <p>Location</p> <p>Settlements</p> <p>Conflict</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
			<p>and Vikings from a range of increasingly challenging sources</p> <p>I can order the events leading up to rule by a single Viking king into a coherent chronological narrative</p> <p>I can identify and describe societal changes and key events that led to England becoming a unified country after the death of King Edmund</p> <p>I can explain the cause and effect of the Battle of Hastings and consider what might have happened if the outcome had been different</p>	<p>I know the role that King Alfred played in making England a unified country</p> <p>I know some of the similarities between Viking and Angle-Saxon life</p> <p>I know that in 1016 England was united under the control of a single king</p> <p>I know the main events surrounding the Norman conquest and why the Battle of Hastings took place</p> <p>I know that the Battle of Hastings ended the era of Angle-Saxon and Viking rule in Britain</p>	<p>Significant People and Events</p>
	Spring	Local study	<p>I can read and compare old maps to present day</p> <p>I can visit local places of significance and make observations</p> <p>I can recall significance events in the past I have learnt about</p> <p>I can infer information about daily life, during the Industrial Revolution.</p> <p>I can evaluate a range of sources of information for their usefulness</p>	<p>I know how a map differs between the nineteenth and twentieth century</p> <p>I know what Manchester was like historically and culturally 150 years ago.</p> <p>I know that WW2 had a significant effect on the population on the local area</p> <p>I know how the Industrial Revolution impacted life in Manchester</p>	<p>Artefacts and Evidence</p> <p>Location</p> <p>Significant People and Events</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
				I know about the events of Peterloo and understand how this affected people's right to vote	
	Summer	Who were the Ancient Greeks?	<p>I can arrange key civilisations chronologically</p> <p>I can use information about daily life by studying ancient Greek artefacts and explain their importance</p> <p>I can recall three different types of governments in Ancient Greece</p> <p>I can explain similarities and differences between the two city-states of Athens and Sparta</p> <p>I can explain who the twelve Olympians were</p> <p>I can compare the lives, beliefs and ideas of 6 ancient Greek scholars and philosophers</p> <p>I can use information from a variety of sources to further my own learning on Greek culture and philosophy and express my own views and opinions</p>	<p>I know different ages and periods in the ancient Greek civilisation and order them on a timeline.</p> <p>I know key information about daily life in Ancient Greece by studying ancient Greek artefacts.</p> <p>I know the three different types of government in ancient Greece</p> <p>I know similarities and differences between the two city-states of Athens and Sparta</p> <p>I know about the polytheistic religion of ancient Greece, and the important roles the gods and goddesses played</p> <p>I know who the 6 Ancient Greek scholars and philosophers are</p> <p>I know some of the ancient Greek ideas and developments that still influence us today</p>	<p>Artefacts and Evidence</p> <p>Beliefs</p> <p>Society</p> <p>Culture and Pastimes</p> <p>Conflict</p>
6	Autumn	Crime and Punishment	I can define 'crime' and 'punishment' and use this vocabulary correctly in historical contexts.	I know 3 ways in which crime & punishment has changed over time.	Artefacts and Evidence

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
			<p>I can use timelines and work chronologically to sequence local, national and international events.</p> <p>I can compare and contrast different time periods.</p> <p>I can describe main changes in a period of history using words such as social, religious, political, technological and cultural.</p> <p>I can use a variety of sources of information to decipher facts in order to build a picture of time periods.</p>	<p>I know how crime was detected in Roman times.</p> <p>I know how people involved gods in the punishment of criminals.</p> <p>I know what the punishments were for theft, treason, murder and heresy in the Tudor & Medieval times.</p> <p>I know how crimes are punished in the present day.</p> <p>I know how crime detection and prevention has changed over the years.</p>	<p>Culture and Pastimes</p> <p>Beliefs</p> <p>Society</p>
	Spring	Shang Dynasty	<p>I can compare and contrast a variety of sources to ensure the judgements made are the most accurate rather than relying on older accounts.</p> <p>I can describe how oracle bones were used by historians to establish facts and information about the Shang Dynasty.</p> <p>I can use artefacts and decipher how to learn from them.</p>	<p>I know where and when the Shang Dynasty was in power.</p> <p>I know the first 10 kings of the Shang Dynasty.</p> <p>I know why people and animals were sacrificed during the Shang Dynasty</p> <p>I know what the day in the life of an ordinary person was like during the Shang Dynasty.</p>	<p>Artefacts and Evidence</p> <p>Beliefs</p> <p>Culture and Pastimes</p> <p>Travel and Exploration</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
			<p>I can explain the differences in housing and its significance in regards to society during the Shang Dynasty.</p> <p>I can identify why and how writing was invented and its development.</p> <p>I can order the end of the Shang Dynasty chronologically starting from the attack from the Zhou army.</p> <p>I can read Ancient Chinese (Shang) poetry critically and question its validity.</p>	<p>I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty.</p> <p>I know what the Shang calendar and oracle bone script is.</p> <p>I know what the Shang Dynasty achieved and how it ended.</p>	
	Summer	How life in Britain has changed since 1948	<p>I can use timelines and work chronologically.</p> <p>I can compare and contrast different time periods.</p> <p>I can suggest which sources I would need to consult to research different eras in Britain.</p> <p>I can research and evaluate a variety of primary and secondary resources.</p>	<p>I know the difference between primary and secondary sources of information.</p> <p>I know what life was like in Britain during the 1950's.</p> <p>I know what life was like in Britain during the 1960's.</p> <p>I know some of the positive and negative changes in life in Britain during the 1970's.</p>	<p>Artefacts and Evidence</p> <p>Culture and Pastimes</p> <p>Conflict Society</p> <p>Significant People and Events</p>

Year group	Term	Scheme of Work	Skills (What do we want them to do by the end of the unit?)	Knowledge (what are the 3(EYFS), 4 – 5 (KS1), 5-6 (KS2) pieces of knowledge by the end of the unit?)	Knowledge Categories
			I can summarise events and changes within decades using historical sources.	I know what life was like in Britain during the 1980's. I know there are connections between life in 1948 and 1990's.	