

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	Use the words day and night. Talk about what I could do as a baby and what I can do now. (with support)	A birthday is not every day. Some people celebrate bonfire night. Light is in the day and dark is at night. In autumn, leaves fall from trees and change colour. Everyone was once a baby.	Chronology- Past and Present
	Spring	n/a	Talk about an Autumn walk and say what is different on the Spring walk (with support)	In my family I have ... grandparent, grandma, grandad	Chronology- Past and Present
	Summer	n/a	Follow a simple sequence of events to complete an activity. Talk about some people in my extended family (with support) ... aunt, uncle, cousin Remember and talk about what happened on our school trip.	The morning is when I come to school The afternoon is after I have lunch Dinosaurs lived a long time ago	Chronology- Past and Present

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Reception	Autumn	n/a	Follow and use a visual timetable. Recite the days of the week. Talk about how to complete a simple activity. Talk about what they were like when they were a baby.	To understand what comes next. Different things happen on different days of the week... Bonfire night takes place in Autumn. Know my family name / surname. My parents and grandparents were once babies and children. Know who is in my immediate family. .	Past and Present (Chronology) Significant people
	Spring	n/a	Predict what might happen next within the daily routine with some accuracy and understanding. Use some sequencing vocabulary... before, next, after, early, later	Know that there are four seasons across the year.	Past and Present (Chronology) Significant people

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	Summer	n/a	Recite the months of the year. Say the cycle of seasons. Talk about how trees change through the different seasons. Use some sequencing vocabulary confidently. Talk about one thing that was different when my parents were babies / children.	There is a repeated cycle of seasons. Know one fact about each season. Some things were different when my parents / grandparents were children David Attenborough is a famous historian.	Significant people Chronology Culture and pastimes Transport
1	Autumn	Toys Past and Present	Identify and compare objects that are old and objects that are new. Order decades chronologically. Describe old objects.	Some objects are different in the past to how they are today. Know what makes something old and something new.	Artefacts and evidence Culture and Pastimes

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	Spring	Intrepid explorers	Compare and talk about two famous historical figures and their achievements (Christopher Columbus and Neil Armstrong). Ask simple questions to find out about famous historical figures. Use simple sources of information to find out about people who lived a long time ago. Distinguish between different periods in time using simple markers, such as inventions.	In the past, life was very different to how it is today. People knew less about the world in the past than we know today. Some people's achievements and discoveries can change the world. Christopher Columbus sailed around the world and discovered new lands.	Location Culture and Pastimes Travel and Exploration Significant People and Events
	Summer	Castles	Use simple texts to find out about people who lived a long time ago. Organise events into a simple timeline. Use photographs of castles to find out about the past.	Battles are fought to take control of a country. Castles were built as fortresses as a defence against invaders. A new monarch would need to take steps to make sure his crown was safe. People in medieval society had different roles, such as lords, squires,	Artefacts and evidence Locations Society Significant People and Events

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				cooks, jesters and peasants, called a hierarchical feudal system. The way castles are used have changed over time. To know where the Normans lived.	
2	Autumn	Guy Fawkes and The Gunpowder Plot	Order simple events chronologically. Explain why events in the past are still significant today.	The Gunpowder plot was in 1605 The Houses of Parliament were destroyed by Guy Fawkes The gunpowder plot happened during the time of King James.	Artefacts and evidence Culture and Pastimes Significant People and Events
	Spring	Florence Nightingale	Use photographs to infer facts about a person and time period. Use quotes from historical figures to learn about people and events in the past.	Florence Nightingale was a nurse in the 1800s . Florence Nightingale worked at the Scutari hospital in the Crimean War and made changes that made the lives better for patients. The Nightingale Training School was established by Florence Nightingale for Nurses and was known for improving the way nurses were trained	Artefacts and evidence Society Travel and Exploration Significant People and Events

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	Summer	What were seaside holidays like in the past?	Use a range of photographs to infer information about the past. Order photos from three different time eras chronologically. Sequence events on a timeline	Seaside holidays in the UK take place in the summer time. The invention of the steam train made holidays by the sea more accessible A seaside pier like at Brighton Beach offered a variety of entertainment like theatre shows, donkey rides and fun games. BC means <i>Before Christ</i> and AD means <i>Anno Domini</i>	Artefacts and evidence Locations Culture and Pastimes Society
3	Autumn	Stone Age to Iron Age	Explain how archaeologists use artefacts to learn about the past. Describe how we can find out about the prehistoric past Use a variety of sources to find out about the past. Describe how life changed for people through the Stone, Bronze and Iron age.	Archaeologists used a variety of extraction or digging techniques to find out about the past. The 3 periods of prehistory are Stone Age, Bronze Age, and Iron Age The past is constructed from a range of sources, diaries, letters and artefacts Daily life changed through the three main sections of Stone Age Britain.	Artefacts and evidence Locations Settlements Food and Farming

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			Plot the Stone, Bronze and Iron age on a timeline. Use the methods of historical enquiry, including how evidence is used rigorously to make historical claims.	A civilisation is a large group of people who share certain advanced ways of living and working Stonehenge is a mysterious monument in Wiltshire with many theories surrounding it including it being a giant calendar.	
	Spring	Invaders and Settlers: Romans	Gather information from books, texts and pictures to find out about aspects of life in Roman Britain. Place the Roman occupation of Britain on a timeline. Consider different points of view about historical events. Form my own opinions of Boudica.	It has been ---- of my lifetimes since Romans invaded Britain Invade and settle are terms I can tell you all about The Roman army were so successful due to a combination of intense training and discipline, clever organisation and tactics, advanced equipment and engineering skills The Roman invasion of Britain can be pieced together using a variety of physical and written sources	Artefacts and evidence Locations Culture and pastimes Conflict Settlements

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				Boudica was a Celtic warrior queen who led a major rebellion against the Roman Empire in Britain around AD 60 or 61	
	Summer	Ancient Egypt	Sort the important dates and place them chronologically on a timeline. Compare Ancient Egyptian life to other periods in history. Say when the Ancient Egyptians lived. Answer questions using reliable evidence and facts. Name a variety of historical sources. Sort pictures into those that depict scenes from Ancient Egypt and those that depict scenes from other eras. Explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt.	People settled in Egypt as early as 6000 B.C. Small villages joined together to become states until two kingdoms emerged: Lower Egypt and Upper Egypt Ancient Egyptian society was structured like a pyramid, with the pharaoh at the top and slaves at the bottom Gods worshipped by the ancient Egyptians include Ra, Horus, Isis, Osiris, Anubis, Thot and Set. Ancient Egyptian civilisation ended through a series of invasions and loss of control to foreign powers, ending with the Roman Empire conquering Egypt in 30 BC	Beliefs Food and farming Settlements Society

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			Use Egyptian art to find out about life in Egypt. Explain the process of mummification	Egyptian mummification was a process of preserving a body for the afterlife CE stands for 'common (or current) era', while BCE stands for 'before the common (or current) era' Ancient Egyptians believed death was a temporary pause before the afterlife in a paradise called the Field of Reeds	
4	Autumn	Early Civilisations	Make predictions Use a variety of sources to help answer questions Use a timeline to place the earliest civilisations. Describe how the number system has changed over time Explain how buildings have developed over time	The ancient Sumerians, the ancient Egyptians, the Shang Dynasty and the Indus Valley writing systems changed overtime The number system changed over time Coins were first used in 700BC Objects might have been invented before, during and after early civilisations. Know about the two man made structures from two different civilisations - the ancient Egyptians' Great Pyramid, and the ancient	Artefacts and Evidence Society Travel and Exploration Food and Farming

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				Sumerians' Ziggurat of Ur	
	Spring	Anglo-Saxons, Picts and Scots	Use artefacts and study objects to support my ideas Identify on a map where the Anglo Saxons came from. Compare the difference between invasion and settlement. Use a variety of historical sources to find out about everyday life Explain the pastimes of the different types of people in Anglo Saxon Britain	Anglo Saxons span 410AD to 1066 AD on a timeline Scots and Picts lived in Scotland and formed the Kingdom of Alba The spread of Christianity in Britain grew during Roman times with missionaries like St Augustine and Irish monks. Anglo-Saxon Britain had many types of pastimes, including culture, art and music. Everyday life in the Anglo Saxon times centred on self sufficient farming and skilled craftsmanship	Artefacts and Evidence Location Settlements Conflict
	Summer	The Maya	Generate questions that the discovery of the Mayan ruins would have brought up Order the Mayan civilisation chronologically on a timeline using AD and BC dates	Spanish conquistadors ran expeditions in MesoAmerica. Mayan civilisation can be explained by evidence gathered by archeologists.	Artefacts and Evidence Location Settlements

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			Evaluate a range of sources to find out information and ask questions about daily life Use given symbols to decode and translate Mayan writing and numbers. Explain what the Mayas believed in	Mayan civilisation was organised into independent City States Mayan numbers and words have symbols The Maya believed in many Gods and many religious rites and rituals.	Society Conflict
5	Autumn	Vikings vs Anglo-Saxons	Read critically: to search for clues in texts and documents on the key events during the Viking invasions Find and retrieve evidence on what life was like during the struggle for power between Anglo-Saxons and Vikings from a range of increasingly challenging sources Order the events leading up to rule by a single Viking king into a coherent chronological narrative Identify and describe societal changes and key events that led to England becoming a unified country after the death of King Edmund	Anglo -Saxons came to Britain 410AD Vikings first invaded Britain 793 AD and there are many reasons for the invasion as seen from different perspectives. King Alfred played a key role in making England a unified country Know some of the similarities between Viking and Angle-Saxon life In 1016 England was united under the control of a single king There were many events surrounding the Norman conquest and the Battle of Hastings in 1066 The Battle of Hastings ended the era of Angle-Saxon and Viking rule in Britain	Artefacts and Evidence Location Settlements Conflict Significant People and Events

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			Explain the cause and effect of the Battle of Hastings and consider what might have happened if the outcome had been different		
	Spring	Local study	Read and compare old maps to present day Visit local places of significance and make observations Recall significance events in the past I have learnt about Infer information about daily life, during the Industrial Revolution. Evaluate a range of sources of information for their usefulness	Maps differ between the nineteenth and twentieth century Know what Manchester was like historically and culturally 150 years ago. WW2 had a significant effect on the population on the local area Life in Manchester was impacted by the Industrial Revolution The events of Peterloo affected people's right to vote	Artefacts and Evidence Location Significant People and Events
	Summer	Who were the Ancient Greeks?	Arrange key civilisations chronologically Use information about daily life by studying ancient Greek artefacts and explain their importance Recall three different types of governments in Ancient Greece	There are different ages and periods in the ancient Greek civilisation and can be ordered on a timeline. Ancient Greek artefacts can give us key information about daily life Monarchy, democracy and oligarchy were the three different types of government in Ancient Greece	Artefacts and Evidence Beliefs Society Culture and Pastimes

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			Explain similarities and differences between the two city-states of Athens and Sparta Explain who the twelve Olympians were Compare the lives, beliefs and ideas of 6 ancient Greek scholars and philosophers Use information from a variety of sources to further my own learning on Greek culture and philosophy and express my own views and opinions	Know similarities and differences between the two city-states of Athens and Sparta The polytheistic religion of ancient Greece centred on many Gods and Goddesses, and each had an important roles There are 6 Ancient Greek scholars and philosophers Ancient Greek ideas and developments still influence us today	Conflict
6	Autumn	Crime and Punishment	Define 'crime' and 'punishment' and use this vocabulary correctly in historical contexts. Use timelines and work chronologically to sequence local, national and international events. Compare and contrast different time periods. Describe main changes in a period of history using words such as social, religious, political, technological and cultural.	Crime & punishment has changed over time. Know how crime was detected in Roman times. People involved gods in the punishment of criminals. Know what the punishments were for theft, treason, murder and heresy in the Tudor & Medieval times. Crimes are punished differently in the present day	Artefacts and Evidence Culture and Pastimes Beliefs Society

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			Use a variety of sources of information to decipher facts in order to build a picture of time periods.	Crime detection and prevention has changed over the years.	
	Spring	Shang Dynasty	Compare and contrast a variety of sources to ensure the judgements made are the most accurate rather than relying on older accounts. Describe how oracle bones were used by historians to establish facts and information about the Shang Dynasty. Use artefacts and decipher how to learn from them. Explain the differences in housing and its significance in regards to society during the Shang Dynasty. Identify why and how writing was invented and its development. Order the end of the Shang Dynasty chronologically starting from the attack from the Zhou army.	The Shang Dynasty was in power 1600–1046 BCE Know the first 10 kings of the Shang Dynasty. People and animals were sacrificed during the Shang Dynasty Life of an ordinary person was like during the Shang Dynasty was extremely difficult and starkly different from the wealthy aristocracy Archaeologists use evidence from the oracle bones to learn about the Shang Dynasty. Know what the Shang calendar and oracle bone script is. Shang Dynasty ended 1046 BCE and is noted for major achievements that laid the foundations of Chinese civilisation	Artefacts and Evidence Beliefs Culture and Pastimes Travel and Exploration

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			Read Ancient Chinese (Shang) poetry critically and question its validity.		
	Summer	How life in Britain has changed since 1948	Use timelines and work chronologically. Compare and contrast different time periods. Suggest which sources I would need to consult to research different eras in Britain. Research and evaluate a variety of primary and secondary resources. Summarise events and changes within decades using historical sources.	Primary and secondary sources of information have clear differences Know what life was like in Britain during the 1950's, 1960's and 1980's. There were many positive and negative changes in life in Britain during the 1970s. Know there are connections between life in 1948 and 1990's.	Artefacts and Evidence Culture and Pastimes Conflict Society Significant People and Events