



Updated July 2021	History Essential Knowledge						
Embedding our learning culture	Curricular Goal: KS2: How do I show that I know about significant events in British and world history? KS1: How do I show that I know about important people and events from the past?						
	Component 1: Know chronology of history						
Learning to Live	Reception Essential Knowledge	Year 1 Essential Knowledge	Year 2 Essential Knowledge	Year 3 Essential Knowledge	Year 4 Essential Knowledge	Year 5 Essential Knowledge	Year 6 Essential Knowledge
Developing knowledge of the village, country and world that we live in	Begin to make sense of their own life story and family's history	Year A Place seaside holidays then and now; Skipton Castle (Local History); Rosa Parks and Emily Davison on a timeline using the following common words and phrases relating to the passing of time: -old/new -past -a long time ago/in the olden days -then/now -before/after		Year A Place previous and current periods of history on a timeline with dates related to these periods: - Stone Age to Iron Age Britain - Achievements of the earliest civilisations (with a focus on the Shang Dynasty)		Create an accurate timeline independently and place previous and current periods of history with dates related to these periods: -Maya (compare and contrast with Anglo-Saxons)	
Living to Love	Understand the past through settings, characters and events encountered in books read in class and story telling						
Appreciating our own history and the history of others							
Loving to Learn							
Enjoying learning about the history of the village, country and world							

				<ul style="list-style-type: none"> - Victorian s-change s for children (an aspect of British history beyond 1066) - Kildwick during WW2 (Local history study)
		<p>Year B</p> <p>Place toys then and now; the Great Fire of London; Florence Nightingale and Mary Seacole on a timeline using the following common words and phrases relating to the passing of time:</p> <ul style="list-style-type: none"> -old/new -past -a long time ago/in the olden days -then/now -before/after 	<p>Year B</p> <p>Place previous and current periods of history on a timeline with dates related to these periods:</p> <ul style="list-style-type: none"> -Ancient Greece -Romans (and impact on and legacy in Britain) 	
			<p>Year C</p> <p>Place previous and current periods of history on a timeline with dates related to these periods:</p> <ul style="list-style-type: none"> - Anglo- Saxons, Picts and Scots - Vikings 	
Component 2: know how to chronologically order a significant event or period of history				

<p>Begin to make sense of their own life story and family's history</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p>	<p>Year A</p> <p>Place events from Seaside holidays then and now; Skipton Castle (local history); Rosa Parks and Emily Davison on a timeline using the following common words and phrases relating to the passing of time:</p> <ul style="list-style-type: none"> -old/new -past -a long time ago/in the olden days -then/now -before/after 	<p>Year A</p> <p>Place events from:</p> <ul style="list-style-type: none"> - Stone Age to Iron Age Britain - Achievements of the earliest civilisations (with a focus on the Shang Dynasty) <p>on a timeline with dates related to events.</p>	<p>Create an accurate timeline independently and place events (with related dates) from:</p> <ul style="list-style-type: none"> - Maya (compare and contrast with Anglo-Saxons) - Victorian s-changes for children (an aspect of British history beyond 1066) - Kildwick during WW2 (Local history study)
	<p>Year B</p> <p>Place events from the Great Fire of London Florence Nightingale and Mary Seacole; and Toys then and now on a timeline using the following common</p>	<p>Year B</p> <p>Place events from:</p> <ul style="list-style-type: none"> -Ancient Greece -Romans (and impact on and legacy in Britain) <p>on a timeline with dates related to events.</p>	

		words and phrases relating to the passing of time: -old/new -past -a long time ago/in the olden days -then/now -before/after		
			Year C Place events from: - - Anglo- Saxons and Scots - Vikings on a timeline with dates related to events.	
Component 3: know how to find out about the past (use of sources)				
Comment on images of familiar situations in the past	Identify different ways (internet, photos, books, artefacts) to find out about the past.	Construct fact based responses and answers to questions when using given sources (internet, photos, books, maps, artefacts)	Construct fact based responses and answers to questions when using different sources (internet, photos, books, maps, artefacts) and analysing possible bias in different interpretations of events	
Component 4: know how there is continuity and change in and between periods of history				

	<p>Comment on images of familiar situations in the past</p>	<p>Significant aspects of different periods of time and how these aspects continued or changed (toys then and now, Skipton Castle, seashores through time; Rosa Parks and Emily Davison)</p>	<p>Significant aspects of different periods of time and how these aspects continued or changed (Stone Age and Iron Age; Anglo-Saxons and Vikings; Romans; Achievements of the earliest civilisations with a focus on the Shang Dynasty)</p>	<p>Significant aspects of different periods of time and how these aspects continued or changed (Maya with Anglo-Saxons; Victorians with prior learning)</p>
<p>Component 5: know the similarities and differences between significant events or periods in history</p>				
	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Talk about the lives of people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Identify similarities and differences between significant people or events (Florence Nightingale and Mary Seacole; the Great Fire of London; Rosa Parks and Emily Davison)</p>	<p>Identify the similarities and differences between significant events (Stone Age; Romans; Anglo-Saxons; Vikings; Ancient Greece)</p>	<p>Identify the similarities and differences between significant events (Maya – Anglo-Saxons; Victorian changes for children)</p>

Component 6: know the cause and consequence of periods in history

Interpret the consequences of significant events or changes on our lives today (Great fire of London; Seaside then and now; Florence Nightingale and Mary Seacole; Rosa Parks and Emily Davison)

Interpret the consequences of significant events or changes on modern Britain (Anglo-Saxons, Picts and Scots; Romans; Vikings; Achievements of earliest Civilisations with focus on the Shang Dynasty)

Interpret the consequences of significant events or changes on modern Britain and the world (Maya; Victorians changes for children; Kildwick during WW2)

Begin to make sense of their own life story - talk about why an event in their life happened

Identify why events happened in periods of history (Great fire of London; Florence Nightingale and Mary Seacole; Rosa Parks and Emily Davison)

Identify why events happened in periods of history (Anglo-Saxons, Picts and Scots; Romans; Vikings; Achievements of earliest civilisations with focus on the Shang Dynasty)

Identify why events happened in periods of history (Victorians changes for children; Maya)

Component 7: know the significance of events in history

The impact significant people or events have had on our lives today (Florence Nightingale and Mary Seacole; Great Fire of London; Rosa Parks and Emily Davison)

The impact significant people or events could have had on modern Britain (Stone Age; Romans and impact on and legacy in Britain; Anglo-Saxons; Vikings; Achievements of earliest civilisations with focus on the Shang Dynasty; Ancient Greeks)

The impact significant people or events could have had on modern Britain and the wider world (Maya; Victorians changes for children)

	Begin to make sense of their own life story - talk about an important event in their own life	Identify an important person or event from a period of history (Florence Nightingale and Mary Seacole; Great Fire of London; Rosa Parks and Emily Davison)	Identify an important person or event from a period of history (Stone Age; Romans; Romans impact on and legacy in Britain; Anglo-Saxons; Vikings; Achievements of earliest civilisations with focus on the Shang Dynasty; Ancient Greeks)	Identify an important person or event from a period of history (Maya; Victorians)
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