

St. Benedict's Primary School

HISTORY KNOWLEDGE AND SKILLS BUILDER: Sources

Year group	ILP and Context for Learning	Skills and Knowledge
<p>Reception</p>	<p>Reception During all topics use stories, information books, videos, photos, and maps as sources of historical information.</p>	<p>Skill Share stories and talk about events in the past. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life</p> <p>Knowledge Stories, books and pictures are used to help people to find out about people and events from the past Objects from the past can look different to objects from the present.</p>
<p>Year 1</p>	<p>Year 1 Autumn 2 ILP Bright Lights Big City Big Question – How is a city different to the countryside? Context - The Great Fire of London video Hi 2 Programmes of Study Learn about events beyond living memory that are significant nationally or globally</p>	<p>Skill Create stories, pictures, independent writing and role play about historical events, people and periods Use a range of historical artefacts to find out about the past.</p> <p>Knowledge Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used</p>
	<p>Spring 1 ILP Superheroes Big Question – What is a superhero? Context - Listening to stories about real life superheroes from the past such as Rosa Parks, Emily Davison, Mary Seacole or Florence Nightingale, Edith Cavell, Elizabeth Fry or Thomas Fowell Buxton. Hi 3 / 4 Programmes of Study Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Summer 2 – ILP Dinosaur Planet Big Question – How do we know about dinosaurs and their diets?</p>	<p>Skill Use stories to find out about significant people from the past Use information books to find out about the past.</p> <p>Knowledge Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures</p>

	<p>Context –The work of Mary Anning Hi 2</p> <p>Programmes of Study</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p>	
Year 2	<p>ILP Street Detectives Autumn 1</p> <p>Big Question– Can you name the human and physical features of a city?</p> <p>Context - Comparing and contrasting streets from Victorian times to present day using maps and the local area. (Hi 2)</p> <p>Programmes of Study</p> <p>Learn about significant historical events, people and places in their own locality</p>	<p>Skill</p> <p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it</p> <p>Knowledge</p> <p>Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins</p>
	<p>Autumn 2 ILP Land Ahoy!</p> <p>Big question – How is an explorer different to a pirate?</p> <p>Context - Significant historical people – Captain James Cook and Grace Darling (Hi 3 / 4)</p> <p>Programmes of Study</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>Skill</p> <p>Use a range of sources to find out about the past</p> <p>Knowledge</p> <p>Sources provide evidence about the past. Examples include paintings, information books and stories</p>
	<p>Spring 2 ILP Towers, Tunnels and Turrets</p> <p>Big Question– What was life like inside a castle?</p> <p>Context – Castle Visit (Hi 2)</p> <p>Programmes of Study</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p>	<p>Skill</p> <p>Use castle visit to find out about life in the past</p> <p>Knowledge</p> <p>Vocabulary, such as keep, moat, drawbridge, gate house, bailey, great hall, ramparts, battlements, portcullis, arrow and gun loops</p>
Year 3	<p>Autumn 1 ILP Gods and Mortals</p> <p>Context - a study of Greek life and achievements and their influence on the western world (Hi8)</p> <p>Programmes of Study</p> <p>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>Skill</p> <p>Use a range of historical source materials, including books, artefacts, images and information books, to investigate the everyday life of the ancient Greeks, contrasting the lives of the rich and poor.</p> <p>Knowledge</p> <p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p>

	<p>Spring 1 ILP Tremors Big Question– What causes tremors on earth? Context – Find out about Pompeii (Hi 2) Programmes of Study Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Summer 1 ILP Scrumdidlyumptious! Big Question - How do you stay healthy? Context – The work of James Lind Programmes of Study Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>Skill Make deductions and draw conclusions about the reliability of a historical source or artefact Use a range of historical resource materials</p> <p>Knowledge Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p>
	<p>Summer 2 ILP Tribal Tales Big Question How have the people of Britain developed over the last thousand years? Context – Stone Age, Bronze Age, Iron Age (Hi 1) Programmes of Study Learn about changes in Britain from the Stone Age to the Iron Age</p>	<p>Skill Decide which sources will best help them complete a task</p> <p>Knowledge Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p>
<p>Year 4</p>	<p>Autumn 1 ILP I am Warrior Big Question Why was the Roman Empire so successful? Context – The impact of the Roman Empire on Britain (Hi 2) Programmes of Study Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Skill Construct a profile of a significant leader using a range of historical sources. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object’s owner.</p> <p>Knowledge A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant</p>

	<p>Spring 1 ILP Traders and Raiders Big Question Where did the Anglo Saxons settle and why? Context – Vikings and Anglo Saxons (Hi 3, 4) Programmes of Study Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	
Year 5	<p>Autumn 2 ILP Off with her head Big Question: Why were the Tudors known as The Terrible Tudors? Context – Learn about the Tudors (Hi 6) Programmes of Study Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p>	<p>Skill Carry out independent research on questions generated using a range of historical resources. Knowledge Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer</p>
	<p>Summer 1 ILP Pharaohs Big Question: Why are the Gods so important to the Pharaohs? Context – Learn about Ancient Egypt (Hi 7) Programmes of Study Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>Skill Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Knowledge Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p>
Year 6	<p>Autumn 1 ILP A child's war Big Question: In what ways did World War Two affect children? Context – World War 2 (Hi 8) Programmes of Study</p>	<p>Skill Articulate the significance of a historical person, event, discovery or invention in British history. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society</p>

	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>	<p>Knowledge</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity</p>
	<p>Spring 1 ILP Frozen Kingdom</p> <p>Big Question: What are the main similarities and differences between the Arctic and the Antarctic?</p> <p>Context – The Titanic (Hi 1)</p> <p>Programmes of Study</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Skill</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Knowledge</p> <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p>
	<p>Spring 2 ILP Darwin's Delights</p> <p>Big Question: Can you explain Darwin's theory of evolution and natural selection?</p> <p>Context – Who was Charles Darwin? (Hi 8)</p> <p>Programmes of Study</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<p>Skill</p> <p>Describe some of the significant achievements of mankind and explain why they are important</p> <p>Knowledge</p> <p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p>