

St. Benedict's Primary School

HISTORY KNOWLEDGE AND SKILLS BUILDER: Knowledge and Understanding

Year group	ILP and Context for Learning	Skills and Knowledge
Reception	<p>Autumn 1 Topic Ourselves Big Question What can you tell me about yourself? Context – When I was a baby / My home and family / Toys from the past / Autumn</p> <p>Autumn 2 Topic Space Big Question What can you see in space? Context – Moon Landings</p> <p>Spring 1 Topic Animals Big Question Are all animals wild? Context – Where have you seen animals before? / Parties and celebrations / Spring</p> <p>Summer 1 Topic Houses and Homes Big Question Where do you live? Context – Where I live / old area and school photos / Summer</p> <p>Summer 2 Topic Places Big Question Where would you like to go? Context – Where have I travelled to before</p>	<p>Skill Share stories and talk about significant people and events in the past Talk about past and present events in their own lives and those who are important to them Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. Explore and talk about important events in the school or locality's history.</p> <p>Knowledge Some people in history are significant because they did important things that changed the world or how we live. A significant event is something that is important to them or other people. Photographs and videos are used to record these events Aspects of everyday life include houses, jobs, objects, transport and entertainment Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes</p>
Year 1	<p>Autumn 2 ILP Bright Lights Big City Big Question – How is a city different to the countryside? Context - The Great Fire of London Hi 2</p> <p>Programmes of Study Learn about events beyond living memory that are significant nationally or globally</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</p>	<p>Skill Identify some key features of a significant historical event beyond living memory.</p> <p>Knowledge Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p> <p>Skill Understand the term significant and explain why a significant individual is important. Identify some key features of a significant historical event beyond living memory.</p> <p>Knowledge A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</p>

	<p>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? Context –The work of Mary Anning Hi 2</p> <p>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>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p>
Year 2	<p>Autumn 1ILP Street Detectives Big Question– Can you name the human and physical features of a city? Context - Comparing and contrasting streets from Victorian times to present day. Hi 2</p> <p>Programmes of Study Learn about significant historical events, people and places in their own locality Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Skill Describe, in simple terms, the importance of local events, people and places Describe how an aspect of life has changed over time</p> <p>Knowledge Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done</p>
	<p>Autumn 2 ILP Land Ahoy! Big question – How is an explorer different to a pirate? Context - Significant historical people – Captain James Cook and Grace Darling (Hi 3 / 4)</p> <p>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>Skill Use historical models to make judgements about significance and describe the impact of a significant historical individual</p> <p>Knowledge Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p>

	<p>Spring 2 ILP Towers, Tunnels and Turrets Big Question– What was life like inside a castle? Context – comparing castles from different times (Hi 2) Programmes of Study Learn about events beyond living memory that are significant nationally or globally.</p>	<p>Skill Describe the everyday lives of people in a period within or beyond living memory. Knowledge Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p>
Year 3	<p>Autumn 1 ILP Gods and Mortals Context - a study of Greek life and achievements and their influence on the western world (Hi8) Programmes of Study Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>Skill Describe the achievements and influence of the ancient Greeks on the wider world. Explain the cause and effect of a significant historical event. Knowledge 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 The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p>
	<p>Spring 1 ILP Tremors Big Question– What causes tremors on earth? Context – Find out about Pompeii (Hi 2) Programmes of Study Learn about the Roman Empire and its impact on Britain.</p>	<p>Skill Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling Knowledge Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort</p>
	<p>Summer 1 ILP Scrumdidlyumptious! Big Question - How do you stay healthy? Context – The work of James Lind (Hi 6) 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 Summarise how an aspect of British or world history has changed over time. Knowledge Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology</p>

	<p>Summer 2 ILP Tribal Tales</p> <p>Big Question How have the people of Britain developed over the last thousand years?</p> <p>Context – Stone Age, Bronze Age, Iron Age (Hi 1)</p> <p>Programmes of Study</p> <p>Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>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</p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Describe the roles of tribal communities and explain how this influenced everyday life</p> <p>Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>Describe the everyday lives of people from past historical periods</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Explain the similarities and differences between two periods of history.</p> <p>Knowledge</p> <p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p> <p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments</p> <p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology</p>
<p>Year 4</p>	<p>Autumn 1 ILP I am Warrior</p> <p>Big Question Why was the Roman Empire so successful?</p> <p>Context – The impact of the Roman Empire on Britain (Hi 2)</p> <p>Programmes of Study</p> <p>Learn about the Roman Empire and its impact on Britain</p>	<p>Skill</p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>Knowledge</p> <p>The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</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 Learn about Britain’s settlement by Anglo-Saxons and Scots. Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Skill Explain the cause, consequence and impact of invasion and settlement in Britain. Describe the significance and impact of power struggles on Britain</p> <p>Knowledge Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p>
	<p>Summer 2 ILP Blue Abyss Big Question: How does pollution affect habitats? Context – Standalone lesson – 19th Century Sea Exploration (Hi 6) Programmes of Study</p>	<p>Skill Explain why an aspect of world history is significant.</p> <p>Knowledge Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today</p>
Year 5	<p>Autumn 1 ILP Stargazers Big Question: What happens when there is no gravity? Context – Learn about Galileo Galilei, Isaac Newton and The Space Race (Hi 6) Programmes of Study 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 Explain why an aspect of world history is significant.</p> <p>Knowledge Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today</p>

	<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 Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 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 Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Create an in-depth study of an aspect of British history beyond 1066 Explain why an aspect of world history is significant.</p> <p>Knowledge Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today</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 Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 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 Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way</p> <p>Knowledge The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p>

<p>Year 6</p>	<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 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. 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. 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 Describe and explain the significance of a leader or monarch. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Knowledge Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. 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>
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Summer 1 ILP Hola Mexico

Big Question:

Context – Maya Civilisation (Hi 4)

Programmes of Study

Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Skill

Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy)

Knowledge

The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today