

**St. Benedict's Primary School**

**HISTORY KNOWLEDGE AND SKILLS BUILDER: Organise, Evaluate and Communicate Information**

Year group	ILP and Context for Learning	Skills and Knowledge
<p><b>Reception</b></p>	<p><b>Reception</b>  <b>Autumn 2 Topic Space</b>                      Big Question What can you see in space?                      Context – Remembrance Day / Nativity  <b>Spring 1 Topic Animals</b>                      Big Question Are all animals wild?                      Context –Dinosaurs Hi 2  <b>Spring 2 Topic Traditional Tales</b>                      Big Question How many characters can you name from traditional tales?                      Context – How life is different from Grandma’s time  <b>Summer 1 Topic Heroes and Villains</b>                      Big Question                      Context – Different types of houses  <b>Summer 2 Topic Journeys</b>                      Big Question                      Context – Old and new transport</p>	<p><b>Skill</b>                      Share stories and talk about events in the past  <b>Knowledge</b>                      Stories, books and pictures are used to help people to find out about people and events from the past</p>
<p><b>Year 1</b></p>	<p><b>Spring 1 ILP Superheroes</b>                      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  <b>Programmes of Study</b>                      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.  <b>Summer 2 – ILP Dinosaur Planet</b>                      Big Question – Why did dinosaurs become extinct?                      Context –The work of Mary Anning Hi 2</p>	<p><b>Skill</b>                      Respond to the stories through independent writing, drawing, small world play and role play                      Share what they have learned by drawing a picture of a discovery and writing a sentence  <b>Knowledge</b>                      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><b>Programmes of Study</b> 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>	
<b>Year 2</b>	<p><b>Autumn 2 ILP Land Ahoy!</b> Big question – How is an explorer different to a pirate? Context - Significant historical people – Captain James Cook and Grace Darling Hi 3 / 4 <b>Programmes of Study</b> 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><b>Skill</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. <b>Knowledge</b> Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p>
	<p><b>Spring 2 ILP Towers, Tunnels and Turrets</b> Big Question– What was life like inside a castle? Context – comparing castles from different times Hi 2 <b>Programmes of Study</b> Learn about events beyond living memory that are significant nationally or globally</p>	<p><b>Skill</b> Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. <b>Knowledge</b> Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order</p>
<b>Year 3</b>	<p><b>Autumn 1 Gods and Mortals</b> Context – Ancient Greece <b>Programmes of Study</b> Describe the achievements and influence of the ancient Greeks on the wider world</p>	<p><b>Skill</b> Use a range of historical resource materials to find out the information and record on Top Trumps style cards. Decide, as a class, the categories for each card Make choices about the best ways to present historical accounts and information <b>Knowledge</b> Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p>
	<p><b>Summer 2 ILP Tribal Tales</b> 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 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference</p>	<p><b>Skill</b> Make choices about the best ways to present historical accounts and information. <b>Knowledge</b> Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation</p>

	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.	
<b>Year 4</b>	<p><b>Autumn 1 ILP I am Warrior</b> Big Question Why were the Romans so successful? Context – The impact of the Roman Empire on Britain (Hi 2) <b>Programmes of Study</b> 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 Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p>	<p><b>Skill</b> Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Use more complex historical terms to explain and present historical information. <b>Knowledge</b> Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Historical terms include abstract nouns, such as invasion and monarchy.</p>
	<p><b>Autumn 2 ILP Potions</b> Big Question What is the difference between a solid, liquid and gas? Context – The historic use of potions (Hi 6) <b>Programmes of Study</b> 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><b>Skill</b> Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. <b>Knowledge</b> Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p>
	<p><b>Spring 1 ILP Traders and Raiders</b> Big Question Where did the Anglo Saxons settle and why? Context – Vikings and Anglo Saxons (Hi 3, 4) <b>Programmes of Study</b> 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</p>	<p><b>Skill</b> Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions <b>Knowledge</b> Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p>

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	<p><b>Summer 2 ILP Blue Abyss</b>  Big Question: How does pollution affect habitats?  Context – Standalone lesson – 19<sup>th</sup> Century Sea Exploration (Hi 6)  <b>Programmes of Study</b></p>	<p><b>Skill</b>  Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions</p> <p><b>Knowledge</b>  Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p>
<b>Year 5</b>	<p><b>Autumn 2 ILP Off with her head</b>  Big Question: Why were the Tudors known as The Terrible Tudors?  Context – Learn about the Tudors (Hi 6)  <b>Programmes of Study</b>  Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p>	<p><b>Skill</b>  Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p><b>Knowledge</b>  Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p>
	<p><b>Summer 1 ILP Pharaohs</b>  Big Question: Why are the Gods so important to the Pharaohs?  Context – Learn about Ancient Egypt (Hi 7)  <b>Programmes of Study</b>  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</p>	<p><b>Skill</b>  Create a display about some of the most famous pharaohs and include information about each one.</p> <p><b>Knowledge</b>  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.</p>
<b>Year 6</b>	<p><b>Autumn 1 ILP A child’s war</b>  Big Question: In what ways did World War Two affect children?  Context – World War 2 (Hi 8)  <b>Programmes of Study</b>  Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and</p>	<p><b>Skill</b>  Articulate the significance of a historical person, event, discovery or invention in British history and create a safety guide.  Describe and explain the significance of a leader or monarch and present their thoughts and ideas back to the rest of the class</p> <p><b>Knowledge</b>  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.</p>

	international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales	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><b>Summer 1 ILP Hola Mexico</b></p> <p>Big Question: Context – Maya Civilisation (Hi 4)</p> <p><b>Programmes of Study</b></p> <p>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</p>	<p><b>Skill</b></p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy) and create a digital presentation about the Maya using text and pictures. Organise their work in a clear and interesting way, adding transitions and backing music to create interesting effects.</p> <p><b>Knowledge</b></p> <p>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</p>