

	Knowledge	Skill
<b>EYFS</b>	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> <li>★ Showing an interest in the lives of people who are familiar to them</li> <li>★ Remembering and talking about significant event in own experience</li> <li>★ Talking about past and present events in own lives and lives of family members</li> <li>★ Knowing similarities and differences between themselves and others</li> </ul> <p><u>The World</u></p> <ul style="list-style-type: none"> <li>★ Looking closely at similarities, differences, patterns and change</li> <li>★ Developing understanding of changes over time</li> </ul>	<ul style="list-style-type: none"> <li>★ Using everyday language related to time</li> <li>★ Ordering and sequencing familiar events</li> <li>★ Talking about past and present events in their own lives and family members</li> <li>★ Extending vocabulary and using</li> <li>★ Being curious about people and showing interest in stories</li> <li>★ Answering 'how' and 'why' questions</li> <li>★ Explaining own knowledge and understanding, and asks appropriate questions.</li> <li>★ Knowing that information can be retrieved from books and computers</li> <li>★ Questioning why things happen and giving explanations</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>★ Changes within living memory</li> <li>★ Events beyond living memory that are significant nationally or globally</li> <li>★ 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</li> <li>★ Significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>★ Being aware of the past, using common words &amp; phrases relating to time</li> <li>★ Fitting people/events into chronological framework</li> <li>★ Identifying similarities / differences between ways of life at different times</li> <li>★ Using wide vocabulary of everyday historical terms</li> <li>★ Asking and answering questions</li> <li>★ Understanding some ways we find out about the past</li> <li>★ Identifying different ways in which past is represented</li> <li>★ Recognising why people did things and why events happened</li> <li>★ Making simple observations about different types of people, events and beliefs</li> </ul>
<b>KS2</b>	<ul style="list-style-type: none"> <li>★ Changes in Britain from the Stone Age to the Iron Age</li> <li>★ The Roman Empire and its impact on Britain</li> <li>★ Britain's settlement by Anglo-Saxons and Scots</li> <li>★ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>★ A local history study</li> <li>★ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>★ 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</li> <li>★ Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>★ 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</li> </ul>	<ul style="list-style-type: none"> <li>★ Continuing to develop chronologically secure knowledge</li> <li>★ Establishing clear narratives within and across periods studied</li> <li>★ Noting connections, contrasts and trends over time</li> <li>★ Developing the appropriate use of historical terms</li> <li>★ Regularly addressing and sometimes devising historically valid questions</li> <li>★ Understanding how knowledge of the past is constructed from a range of sources</li> <li>★ Constructing informed responses by selecting and organising relevant historical information</li> <li>★ Understanding that different versions of the past may exist, giving some reasons for this</li> <li>★ Describing / making links between main events, situations and changes within and across different periods/societies</li> <li>★ Identifying and giving reasons for, results of, historical events, situations, changes</li> <li>★ Describing social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> <li>★ Identifying historically significant people and events in situations</li> </ul>