

## History – Skills and Knowledge Grid – Class 1

Topic	Vocabulary	Knowledge
<b>Henry Bulmer</b> (The Life of a significant individual / Local History)	I know how to use the words 'then', 'nowadays' and 'now' in a sentence.	I know Henry Bulmer started making cider from the apples in his Dad's orchard over 100 years ago. I know Henry Bulmer lived in Herefordshire, where I live. I know Henry Bulmer had a brother called Fred Bulmer.
<b>Remembrance Day</b> (Events beyond living memory)	I know and can use everyday time terms, such as 'now', 'then', 'day', 'month'. I know we remember the soldiers who have died on 'Remembrance Day'.	I know Remembrance Day is on November 11th . I know we have a two-minute silence at 11am . I know we wear a poppy because they were the first thing to grow on the battlefields after the war finished. I know the War Memorial in Orleton has the names of the soldiers from Orleton who died in the War.
<b>Toys</b> (Changes within living memory)	I know 'old' means that something has been around for a long time. I know 'new' means something hasn't been around for very long.	I know old and new toys can be teddy bears, dolls, cars, tractors, books, ride-ons. I know new toys can be made out of plastic. I know new toys can have batteries or be electronic. I know old toys can be made out of wood and metal.
Skills		
<b>Historical Knowledge</b>		I can remember some events and people linked to Remembrance Day. I can draw a few objects or write pieces of information onto a timeline. I can use the words: 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.
<b>Historical Concepts</b>		I can name differences and similarities between early and modern toys. I can talk about an effect of the World Wars. I can explain why we remember Henry Bulmer.
<b>Historical Enquiry</b>		I can ask questions about toys. I can find information and write answers as sentences. I can find out about toys from pictures, artefacts or a story.

## History – Skills and Knowledge Grid – Class 2

Topic	Vocabulary	Knowledge
<p><b>Farming</b> (Changes within living memory)</p>	<p>I know and can appropriately use the words 'past', 'present', 'before', 'after', 'today'. I know the word 'history' means learning about the past.</p>	<p>I know a way that farming has changed during the last 50 years, for example changes to tractors</p>
<p><b>Queen Victoria</b> (The life of a significant individual)</p>	<p>I know the word 'era' means a long group of years in history e.g. the Victorian era.</p>	<p>I know how children were taught to walk by balancing books on their heads. I know how people dressed differently during Victorian times. I know that Queen Victoria died in 1901.</p>
<p><b>The Great Fire of London</b> (events beyond living memory)</p>		<p>I know that The Great Fire of London was in 1666. I know that the buildings were made of wood and close together which meant the fire spread easily. I know that Samuel Pepys wrote a diary about the events of the Great Fire of London.</p>
<p><b>Florence Nightingale</b> (the life of a significant individual)</p>	<p>I know that the words 'war' and 'battle' mean people fighting and that these were not peaceful times</p>	<p>I know that Florence Nightingale was born in 1820. I know that Florence Nightingale went to help the soldiers in the Crimean War in Turkey.</p>
<p><b>Ludlow Castle</b> (Local History)</p>	<p>I know that the word 'century' means a group of 100 years</p>	<p>I know that Walter de Lacy founded Ludlow Castle. I know that the Mortimers acquired Ludlow Castle and the family owned it for over a century.</p>

## History – Skills and Knowledge Grid – Class 3

Topic	Vocabulary	Knowledge	People
<p><b>Incredible Egyptians</b></p>	<p>I know and understand the term 'ancient' to mean 'very old' I know and understand the term 'historian' to mean 'someone who studies the past'</p>	<p>I know that the Ancient Egyptian Timeline is BC (before the year 0) I know that my Year 2 history topics were AD events and, therefore, more recent than the Ancient Egyptians I know that the Egyptian Timeline includes 3 major periods during which the population expanded further away from the River Nile I can name and order the Egyptian periods: The Old Kingdom, The Middle Kingdom, The New Kingdom I know that Ancient Egyptian history begins around the year 3000BC I know some differences between Egyptian times and today e.g. hardly anyone went to school and girls didn't go to schools at all I know some differences between earlier and later Egyptians e.g. Pharaohs were buried first in mud pits, then in mustabas, and later as mummies within pyramids</p>	<p>I know the name of an Egyptian Pharaoh e.g. Djoser or Cleopatra</p>
<p><b>Saxons and Vikings</b></p>	<p>I know and understand the term 'chronological order' to mean 'time order' I know and understand the term 'archaeologist' to mean 'someone who studies the past by digging for clues at sites'</p>	<p>I know the chronological order of: The Celts, The Romans, The Saxons, The Vikings and the Normans I know some Anglo-Saxon place names e.g. Hereford (ford meaning shallow river) / Orleton (ton meaning enclosed village or farm) I know that the Saxons and Vikings fought over the Kingdom of England</p>	<p>I know that the Saxon monk, Bede, wrote about the Viking raids I know that Edward the Confessor died in 1066 I know that 'William the Conqueror' was the first Norman King of England</p>

## History – Skills and Knowledge Grid – Class 3

Topic	Vocabulary	Skills
<b>Historical Knowledge</b>		I can recognise key figures from KS1 topics and describe how these differ from other time periods . I can sequence some events, periods and people, providing a few dates and/or period labels.
<b>Historical Concepts</b>		I can describe some simple similarities and differences between early and late Egyptian dynasties I can describe how and why conditions for children or farmers have changed from Egyptian time to now I can select what is most significant in a historical account. E.g. Describe features of Saxon Britain such as place names. I can provide a reason why two accounts of the same event might differ
<b>Historical Enquiry</b>		I can ask valid questions for enquiries and answer using a number of sources I can understand how sources can be used to answer a range of historical questions.

## History – Skills and Knowledge Grid – Class 4

Topic	Vocabulary	Knowledge	People
<p><b>The Tudors</b> (A local history study of knowledge beyond 1066)</p>	<p>I know and understand the term 'modern' to mean 'present or recent times'. I know and understand the term 'precede' to mean 'came before'.</p>	<p>I know that the Tudor period was between 1485AD and 1603AD, which preceded the Great Fire of London I know that Hereford Cathedral contains evidence from the Tudor Period e.g. the carvings in the Audley Chapel I know that they called the battle, 'The War of Roses' because each side of the battle were represented by a different colour rose -The red rose represented 'the House of Lancaster' and the white rose represented 'the House of York'.</p>	<p>I know that Henry VIII had 6 wives. I know that a chapel at Hereford Cathedral was named after Bishop Audley.</p>
<p><b>Ancient Greece</b> (Life, achievements and influence)</p>	<p>I know and understand the term 'artefact' to mean 'a man-made object from the past'</p>	<p>I know that 'Ancient Greece' refers to the period 800BC – 146BC I know some differences between Ancient and modern Greece e.g. in the past no girls went to school I know that our alphabet is ultimately formed from the Greek alphabet (Democracy and Olympics) I know some differences between the ancient and modern democracy e.g. women and slaves/poor men not being allowed to vote I know that pottery can give us information about the Ancient Olympic Games and what types of sports they played e.g. javelin and running</p>	<p>I know the name of a Greek God e.g. Zeus or Athena</p>
<p><b>World War 2</b> (knowledge beyond 1066 / a significant turning point in British history)</p>	<p>I know and understand the term 'empire' to mean 'a large group of countries ruled by the same people or person'. I know that 'evacuated' means to move someone from a place of danger to a place of safety.</p>	<p>I know that World War II took place between 1939 and 1945. I know that many children were evacuated to safer locations, such as the countryside.</p>	<p>I know that Winston Churchill was the British Prime minister during WWII</p>

## History – Skills and Knowledge Grid – Class 4

Topic	Vocabulary	Skills
<b>Historical Knowledge</b>		I can identify details from history to demonstrate some awareness of societies such as the Greeks. I can sequence significant events, periods and people in Lower Key Stage 2 topics using some dates or period labels.
<b>Historical Concepts</b>		I can describe the main similarities, differences and changes throughout the different periods of the Greeks. I can comment on the importance of both causes and effects of WWII. I can explain why some aspects of historical accounts are significant E.g. Explain why The Greeks' achievements were significant. I can provide some reasons for differences in historical accounts.
<b>Historical Enquiry</b>		I can independently devise a range of historically valid questions and answer them with substantiated responses using a range of sources. I can understand how a range of sources can be used for answering a range of historical enquiries.

## History – Skills and Knowledge Grid – Class 5

Topic	Vocabulary	Knowledge	People
<p><b>The Roman Empire and its impact on Britain</b> (depth study)</p>	<p>I know and understand 'conquer' to mean 'take over and rule' I know that the term 'primary sources' refers to sources which were created during the time under study I know that 'secondary sources' have been created since the time being studied I know the word 'bias' means 'one-sided and unfair' I know that an 'archive' is a collection of historical records or documents</p>	<p>I know how to place the Romans on a timeline in comparison to some of the time periods studied in years 3 and 4. I know how to pose questions about what I want to find out and research the answers using appropriate sources I know how to begin to evaluate the quality of a historical source I know when key Roman events took place in a time line of British history I know Julius Ceaser invaded Britain in 55BC I know Romans finally conquered Britain in 43AD (Claudius) I know the Romans withdraw from Britain in 410 AD I know the Romans came to Britain searching for riches, land, slaves and metal I know some effects of the Romans invasion on Britain I know Roman remains can still be found in Britain, such as forts, roads and baths I know the Romans have left a legacy that impacts on our life today that includes towns, sanitation and roads I know the Romans have left a legacy of numerals and calendars that impact on how we live today I know that the Romans left the legacy of law and order that impacts on our life today</p>	<p>I know there was resistance to the Roman invasion and Boudicca led the rebellion against the Romans</p>
<b>Skills</b>			
<p><b>Historical Knowledge</b></p>		<p>I can understand some features associated with themes, societies, people and events. I can sequence significant events, within and around the Romans using some appropriate dates.</p>	
<p><b>Historical Concepts</b></p>		<p>I can provide valid reasons why some changes and developments were important, demonstrating the impact of Roman society on Britain today. I can place several valid causes and effects in an order of importance as to why the Romans came to Britain I can describe significant issues E.g. Describe several of the most successful achievements of the Romans. I can identify several different interpretations of events, developments and people relating to the Roman Invasion.</p>	
<p><b>Historical Enquiry</b></p>		<p>I can reach a valid conclusion based on devising and answering questions relating to a historical enquiry. I can accept and reject sources based on usefulness and reliability when carrying out sustained enquiries.</p>	

## History – Skills and Knowledge Grid – Class 6

Topic	Vocabulary	Knowledge	People
<p><b>Changes in Britain: The Stone Age to the Iron Age</b> (depth study)</p>	<p>I know that the term 'anno domini' (AD) means the period of history after the year 0 and after the birth of Jesus Christ</p> <p>I know that the term 'before Christ' (BC) means the period of history before the year 0 and before the birth of Jesus Christ</p> <p>I know and understand the term 'prehistoric' to mean before humans wrote down their story</p> <p>I know and understand the term 'nomadic' to mean people who do not live in one place, but move around according to where there is a supply of food</p> <p>I know and understand the term 'hunter-gatherer' to mean people who hunt (meat/fish) or gather their food (nuts, seeds, plants, berries)</p>	<p>I know that the Stone Age is organised into three 'Eras': the Paleolithic Era (c. 30,000BC), the Mesolithic (or Middle) Era (c.8,000BC), and the Neolithic (or New) Era (c.4,500–3,500 BC)</p> <p>I know that during the Paleolithic era, people lived in caves, hunted for meat, made rudimentary weapons and tools using stone, communicated using cave-paintings and discovered fire which affected their diet and health</p> <p>I know that during the Mesolithic era, people started to live in communities such as Star Carr in Yorkshire, where they built homes out of wood, and held ceremonies using artefacts such as deer head-dresses</p> <p>I know that during the Neolithic era, in communities such as Skara Brae in Orkney, people made a variety of different artefacts and tools for work, decoration and leisure using bone, ivory, stone and wood, as well as starting to farm, planting crops and keeping animals</p> <p>I know that Stonehenge was constructed c. 3,000BC and that no-one knows for certain what its purpose was</p> <p>I understand the chronology of the end of the Stone Age, the Bronze Age and the start of the Iron Age</p>	<p>I know that the Amesbury Archer was buried close to Stonehenge with some bronze arm-guards and beakers made by the 'Beaker People' c. 2,300BC. This was the start of the Bronze Age</p>
<p><b>A non-European study: The Mayan Civilisation</b> (depth study)</p>	<p>I know and understand the term 'Meso-America' to refer to some of Central America.</p> <p>I know and understand the term 'civilisation' to refer to a specific society, culture, and way of life of a particular area</p> <p>I know and understand the terms 'causes' and 'consequences' and how they relate to the collapse of the Mayan civilisation</p>	<p>I know and understand that the Maya were an ancient civilisation who lived in Central America in the countries of Honduras, Belize, Mexico, Guatemala and El Salvador c. 250–900AD</p> <p>I know and understand that at the same time, Anglo-Saxons and Vikings were living in Britain</p> <p>I know and can talk about some of the main achievements of the Maya, namely their number system, their calendar, their architecture, and the irrigation systems they designed to grow crops</p> <p>I know that by c. 1500AD, the Mayan civilisation had collapsed and ancient cities abandoned and I know some of the causes and consequences of this</p>	<p>I know that Popol Vuh tells the story of how humans were created from maize and I can name some of the Gods (eg. Chac, the rain, thunder and lightning god)</p> <p>I know that Kukulcan is the name of a Mesoamerican serpent deity (which forms part of the architecture at Chichen Itza)</p>

## History – Skills and Knowledge Grid – Class 6

Topic	Vocabulary	Skills
<b>Historical Knowledge</b>		I can provide overviews of the most significant features of different themes, individuals, societies and events. I can sequence with independence Upper Key Stage 2 topics using dates, period labels and terms.
<b>Historical Concepts</b>		I can compare similarities, differences and changes within and across some topics. I can explain the role and significance of different causes and effects of a range of events and developments. I can critically evaluate the significance of the achievements and legacy of the Maya. I can explain how and why it is possible to have different interpretations of the same event or person.
<b>Historical Enquiry</b>		I can pose, independently, a series of questions to investigate the success of Stone Age man, and select appropriate evidence and use this to produce a valid conclusion. I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.