

### History Non-Negotiable Key Skills, Knowledge and Vocabulary

Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

#### Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- 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.

#### Key Concepts:

- Chronological understanding
- Historical enquiry
- Historical interpretation
- Range and depth of historical knowledge
- Organisation and communication

Key Vocabulary	Key Skills	Key Knowledge	Key Vocabulary
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Year 1			
Year 2			
Year 3	<p><b>Urban Pioneers</b></p> <p><b>Conduct a local history study.</b></p> <ul style="list-style-type: none"> <li>Choose the most important source material for a task, showing an awareness of a range of sources.</li> <li>Use appropriate historical vocabulary to describe key features on a timeline.</li> </ul> <p><b>Tribal Tales</b></p> <p><b>Learn about changes Britain from the Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>Show developing understanding of chronology, by beginning to realise that the past can be divided into different periods of time.</li> <li>Choose the most important source material for a task, showing an awareness of a range of sources.</li> <li>Suggest useful research questions.</li> <li>Describe some of the main changes in Britain, resulting from an event.</li> <li>Express an opinion on whether a person or an event had a positive or negative impact on life in Britain.</li> <li>Use labelled diagrams, recounts, stories, diaries and pictures to illustrate</li> </ul>	<p><b>Urban Pioneers</b></p> <ul style="list-style-type: none"> <li>To develop an understanding of how our knowledge of the past is constructed from different sources.</li> <li>To know appropriate historical language that can be used to describe key events.</li> <li>Understand that a timeline is used to place historical events in order.</li> </ul> <ul style="list-style-type: none"> <li>Understand that a time line can be divided into AD and BC.</li> <li>Understand where the Stone Age and the Iron Age are on a Timeline.</li> <li>To be able to identify some of the differences and similarities between periods in history.</li> <li>To develop an understanding of how our knowledge of the past is constructed from different sources.</li> <li>To understand that you can communicate ideas about the past using different genres.</li> <li>Understand using evidence from sources I can express an opinion about the past.</li> </ul>	<p><b>Urban Pioneers</b></p> <p>Chronological</p>

understanding about historical events and famous people.

- Use appropriate historical vocabulary to describe key features of a time period.

**Tremors**

**Learn about the Roman Empire and its impact on Britain**

- Choose the most important source material for a task, showing an awareness of a range of sources.
- Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.

- Understand where the Romans came from
- Understand what happened in Pompeii.
- Understand that we can look use a range of resources.

Year 4			
Year 5			
Year 6			