Year 1 History Core Knowledge and Core Skills

Y1	Core knowledge	Core skills
Chronological Awareness	To know that a timeline shows the order events in the past happened. To know that within living memory is 100 years.	Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Placing events on a simple timeline.
Achievements and follies of mankind	To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.)	
Change and continuity	To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same.	Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.
Cause and consequence	To know that everyday objects have changed as new materials have been invented.	Asking why things happen and beginning to explain why with support.
Similarities and differences	To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives.	Beginning to look for similarities and differences over time in their own lives.
Historical significance	To know that some people and events are considered more 'special' or significant than others.	Recalling special events in their own lives.
Sources of evidence	To know that photographs and artefacts can tell us about the past. To know that we can find out about the past by asking people who were there.	Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts).
Historical interpretations	To know that the past can be represented in photographs.	Beginning to identify different ways to represent the past (e.g. photos, stories)

Enquiry Skills				
Posing historical questions	Gathering, organising and evaluating evidence	Interpreting findings, analysing and making connections	Evaluating and drawing conclusions	Communicating findings
Asking how and why questions based on stories, events and people	Making simple observations about the past from a source	Interpreting evidence by making simple deductions Describing the main features of concrete evidence of the past or historical significance.	Drawing simple conclusions to answer questions	Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as – old, new, long time ago.

Year 2 History Core Knowledge and Core Skills

Y2	Core knowledge	Core skills
Chronological Awareness	To know that beyond living memory is more than 100 years ago.	Sequencing up to six photographs, focusing on the intervals between events Placing events on a timeline, building on times studied in Year 1. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework.
Power (monarchy, government and empire)	To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy	
Achievements and follies of mankind	To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).	
Change and continuity	To know that daily life has changed over time but that there are some similarities to life today	Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes.
Cause and consequence	To know that there are explanations for similarities and difference between children's lives now and in the past.	Recognising why people did things, why events happened and what happened as a result.
Similarities and differences	To know that there are explanations for similarities and differences between children's lives now and in the past.	Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society.
Historical significance	To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives.	
Sources of evidence	To know that historians use evidence from sources to find out more about the past.	Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact Using sources to show an understanding of historical concepts
Historical interpretations	To know that the past is represented in different ways.	Recognising different ways in which the past is represented (including eye-witness accounts).

Enquiry Skills				
Posing historical questions	Gathering, organising and evaluating evidence	Interpreting findings, analysing and making connections	Evaluating and drawing conclusions	Communicating findings
Asking a range of questions about stories, events and people.	Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question.	Making links and connections across a unit of study.	Making simple conclusions about a question using evidence to support.	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers.

Year 3&4 Geography Core Knowledge and Core Skills

Substantive knowledge and skills		Disciplinary knowledge and skills	
Chronological Awareness	To know that history is divided into periods of history e.g. ancient times, middle ages, modern. Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient Noticing connections over a period of time.	**Change and continuity**	Identifying what the change was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies.
Power (monarchy, government and empire)	To understand that societal hierarchies and structures existed including aristocracy and peasantry.	**Cause and consequence**	Identifying the consequences of events and the actions of people Identifying reasons for historical events, situations and events To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).
Invasion, settlement and migration	To understand that there are varied reasons for coming to Britain. To know that settlement created tensions and problems. To know that settlements changed over time.	**Similarities and differences**	Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today.
Civilisation (social and cultural)	To understand that society was organised in different ways in different cultures and times and consisted of different groups with different rules and lifestyles.	**Historical significance**	To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come..
Trade	To know that communities traded over the English Channel in the Prehistoric Period. To understand that the Roman invasion led to a increase in British trade with the outside world. To understand that trade began as an exchange of goods.	**Sources of evidence**	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. To know that we can make inferences and deductions using images from the past.
Beliefs	To understand that there are different beliefs in different cultures, times and groups. To compare the beliefs in different cultures, times and groups.	**Historical interpretation**	Exploring different representations from the period e..g. archaeological evidence, museum evidence Evaluating the usefulness of different sources.
Achievement and follies of mankind	To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.		

Enquiry Skills				
Posing historical questions	**Gathering, organising and evaluating evidence**	**Interpreting findings, analysing and making connections**	**Evaluating and drawing conclusions**	**Communicating findings**
Asking questions about the main features of everyday life in periods studied, e.g. how did people live?	Using a range of sources to construct knowledge of the past.	Makings links and connections across a period of time, cultures or groups.	Reaching conclusions that are	Constructing answers using evidence to substantiate findings. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.

	Extracting the appropriate information from a historical source. Identifying primary and seconddary sources.	Asking the questions, 'How do we know?'	substantiated by historical evidence.	Creating a structured response to answer a historical enquiry.

Year 5&6 History Core Knowledge and Core Skills

Substantive knowledge		Disciplinary knowledge and skills	
Chronological Awareness	To understand that historical periods have characteristics that distinguish them. Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Putting dates in the correct century. Developing a chronologically secure understanding of British, local and world history across the periods studied Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past.	**Change and continuity**	Making links between events and changes within and across different time periods / societies. Describing the links between main events, similarities and changes within and across different periods/societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity.
Power (monarchy, government and empire)	To understand the process of democracy and parliament in Britain. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires	**Cause and consequence**	To know that members of society standing up for their rights can be the cause of change. Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change.
Achievements and follies of mankind	To understand that people in the past were as inventive and sophisticated in thinking as people today. To understand the impact of war on local communities and daily lives. To be able to identify the achievements of civilisations and explain why these achievements were so important.	**Similarities and differences**	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.
Invasion, settlement and migration	To understand there are increasingly complex reasons for migrants coming to Britain. To know about the diverse experiences of the different groups coming to Britain over time.	**Historical significance**	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments.
Civilisation (social and cultural)	To understand the changes and reasons for the organisation of society in Britain. To understand the changing role of women and men in Britain.	**Sources of evidence**	Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
Trade	To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. To understand the development of global trade.	**Historical interpretations**	To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical findings and events Comparing accounts of events from different sources. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions.
Beliefs	To be aware of different beliefs that different cultures, times and groups hold. To be able to identify the impact of beliefs on society.		

Enquiry Skills			
Posing historical questions	**Gathering, organising and evaluating evidence**	**Evaluating and drawing conclusions**	**Communicating findings**
Identifying methods to use to carry out the research. Creating a hypothesis to base an enquiry on.	Using different sources to make and substantiate historical claims. Distinguish between fact & opinion. Recognising 'gaps' in evidence. .Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.	Making connections, drawing contrasts and analysing within a period across time. Reaching conclusions which are increasingly complex and substantiated by a	Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims

Asking questions about the interpretations, viewpoints and perspectives held by others.	Identifying how sources with different perspectives can be used in a historical enquiry. Considering a range of factors when discussing th reliability of sources e.g. audience, purpose, accuracy, the creator of the source.	range of sources.	Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims.