

# Essential Knowledge

Subject: History

Thread: **Chronology  
(Our timeline)**

Nursery	I can name members of my immediate family. I know that I was born. I know that I grow and get older.	
Year R Core Knowledge	I can say how I have changed since I was a baby. I can talk about artefacts (telephones, pens, irons, typewriters and computers) and describe similarities and differences between past and 'now' versions. I can listen to stories set in the past. I can use the past tense to talk about things that have happened in the past – yesterday, last week, last year	Ourselves (Vocabulary related to change and past)

## EYFS Goals

UTW Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

UTW Understand the past through settings, characters and events encountered in books read in class and storytelling

C&L (Speaking) Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Year 1 Core Knowledge	I understand the concepts of past, present and future. I am beginning to learn about key events and people from the past and how long ago these were.	<b>Changes in our living memory, linked to ourselves (last 60-100 years)</b>  <b>Toys</b>  <b>Gunpowder Plot 1605</b>
Year 2 Core Knowledge	I can order events in The Great Fire of London	<b>Great Fire of London 2 – 5<sup>th</sup> Sept 1666</b>

## Key Stage One End Point

Know key events beyond living memory that are significant nationally

Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.

Year 3 Core Knowledge	I can place key dates and events on a timeline. I understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) I can research to find similarities and differences between two or more periods of history. I can describe events from the past using dates when things happened.	<b>Stone Age – Iron Age 12m000BC to 43 AD</b>  <b>Romans 23BC to 476AD</b>
Year 4 Core Knowledge	I can place key events on a timeline I can learn when, where and why the Anglo Saxons invaded, touching on the Roman withdrawal in 410AD I can understand where the Victorian era falls in a broader historical time	<b>Ancient Egyptians 3100BC – 30BC</b>  <b>Anglo Saxons 410AD – 1066AD</b>  <b>Victorians 1837 - 1901</b>
Year 5 Core Knowledge	I have an understanding of chronology of ancient civilisations and more recent history periods. I am beginning to understand how history has shaped modern life	<b>Ancient Greece 700BC – 146BC</b> <b>Vikings 793AD – 1066</b>

		<b>World War II 1935 - 1945</b>
<b>Year 6 Core Knowledge</b>	<p>I have an understanding of chronology of ancient civilisations and more recent history periods. I can understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>I understand the chronology of the Kings and Queens of Britain from 1066 to the end of the Tudor period 1603 and can place them on a timeline.</p>	<b>Mayans 3114 – 1546</b>  <b>Tudors 1485- 1603</b>  <b>Kings &amp; Queens of Britain 1066 - 1603</b>
<b>Key Stage Two End Point</b> <b>Develop an understanding of chronology, the history of Britain and beyond</b>		

## Essential Knowledge

Subject: History

Thread:

Understand **changes** within living memory and beyond and their **impact on local and national life.**

Nursery		
<b>Year R Core Knowledge</b>	<p>I can talk about how people used to travel in the past and compare to how people travel now. I can talk about trains and how they have changed over time. I can understand that older people had a different experience</p>	<p>Ourselves</p>
<p>UTW Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UTW Understand the past through settings, characters and events encountered in books read in class and storytelling</p>		
<b>Year 1 Core Knowledge</b>	<p>I can understand how music has changed over the last 60 years. I can understand how transport has changed and has connected the world. I know the train line to Croxley brought change. I can ask and answer questions I can identify how toys have changed over time. I can ask and answer questions about old and new objects.</p> <p>Gunpowder Plot: 1605 I know the story of The Gunpowder Plot</p>	<p>Changes in living memory Music</p> <p>Trains</p> <p>Toys</p> <p>Gunpowder Plot</p>
<b>Year 2 Core Knowledge</b>	<p>I can understand how fire safety has improved since the Great Fire of London in 1666. I can understand how houses were built differently after the Great Fire of London. I understand old building can still be found in Croxley Green (e.g. the oldest house in Croxley on the Green) I know that schools and life in school has changed over time</p>	<p>Great Fire of London</p>
<p><b>Key Stage One End Point</b>  <b>Understand changes within living memory, and how these have influenced change in national life</b>  <b>Know key events beyond living memory that are significant nationally</b></p>		

<p>Year 3 Core Knowledge</p>	<p><b>Stone Age to Iron Age</b> I know key aspects of life during the Iron Age including the Hill Forts. I know aspects of life during the Bronze Age I can understand the homes the Stone Age lived in (Palaeolithic – caves, Mesolithic – circular, Neolithic – rectangle). I can understand what everyday life was like Stone Age period.</p> <p><b>Romans</b> I can explain who the Romans were, that the Roman Empire spread from Europe and the impact on Britain. I can understand how evidence of Roman life is found in St. Albans which used to be the Roman town of Verulamium.</p> <p>I can understand what Hadrian’s wall is and why it was built.</p>	<p>Stone Age – Iron Age Romans</p>
<p>Year 4 Core Knowledge</p>	<p>I know that historians learn about their life through archaeology, artefacts and sources of evidence.</p> <p><b>Egyptians:</b> I can explain who the Ancient Egyptians were, their cultures and beliefs and when they lived.</p> <p><b>Victorians</b> I can understand how life in Victorian Britain differed according to wealth. I know how life in Croxley Green was impacted by Victorian innovation. I understand opinions may differ around these innovations.</p> <p><b>Saxon Britain</b> I know where the Anglo Saxons settled and the kingdoms created. I know about everyday life in Anglo Saxon time and this has influenced place names of places including local names I have some understanding how Christianity began in Saxon period</p>	<p>Egyptians</p>
<p>Year 5 Core Knowledge</p>	<p><b>World War 2</b> I can understand how WW2 impacted lives in Britain, including those of women and children. I have an understanding WW2 impacted life in Croxley Green. I can consider the impact on the Empire and how solders came from a range of backgrounds, races and religions.</p> <p><b>Vikings</b> I can compare Anglo Saxon and Viking life and laws to today's law I can discuss the concepts of law in Britain I have some understanding of the impact of Vikings on Britain.</p> <p><b>Ancient Greece</b> I can understand the influence that Ancient Greece had on the western world – democracy. I can compare and explain parts of the justice system then and now. I can recognise key Ancient Greece achievements</p>	<p>World War 2</p> <p>Vikings &amp; Anglo - Saxon struggle for England</p> <p>Ancient Greeks</p>
<p>Year 6 Core Knowledge</p>	<p><b>Mayans</b> I know that the Mayan discoveries influence on our world today. I understand their culture and beliefs</p> <p><b>Kings and Queens</b> I understand the role of the Monarchy and how this has changed I know the main kings and queens of Britain and some of their main achievement.</p> <p><b>Tudor Life</b> I know some of the key elements of Tudor Life.</p>	<p>Mayans</p> <p>Tudors</p>

	I understand what the reformation is. I know about the life of Henry VIII and can make my own judgement of the value of his reign.	
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Key Stage Two End Point

**Develop an understanding of how Britain has been influenced and shaped by the wider world through:**

- Knowing and understanding changes in Britain from Stone Age to Iron Age
- Understanding the Roman Empire and its impact on Britain
- Knowing and understanding Britain's settlement by Anglo Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

# Essential Knowledge

Subject: History  
achievements

Thread: Significant **Individuals and their**

Nursery		
Year R Core Knowledge	I can talk about Mary Anning and her importance in discovering fossils.	
<p>EYFS Goals</p> <p>UTW Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>UTW Understand the past through settings, characters and events encountered in books read in class and storytelling</p>		
Year 1 Core Knowledge	<p>I know what is meant by a significant person in history.</p> <p>I can understand the significance of Mary Seacole's achievements being black in the time period.</p> <p>I know Dr. Basil Martin Wright invented the breath test on Croxley Green</p>	<p>Mary Seacole</p> <p>Locally: Dr Basil Martin Wright (1912-2001)</p>
Year 2 Core Knowledge	<p>I know that people in the past have had a significant impact on life today.</p> <p>I can name significant people and their achievements.</p>	<p>Florence Nightingale</p> <p>Samuel Pepys</p> <p>Amelia Earhart</p> <p>Neil Armstrong</p> <p>Christopher Columbus</p> <p>Matthew Henson</p> <p>Ibn Battuto</p>
<p>Key Stage One End point</p> <p>Understand the lives of significant individuals in the past, and in their own locality, who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <ol style="list-style-type: none"> <li>know and recount episodes from stories and significant events in history;</li> <li>understand that there are reasons why people in the past acted as they did;</li> <li>describe significant individuals from the past.</li> </ol>		
Year 3 Core Knowledge	I can understand the achievements of Septimius Severus, the African Roman Emperor.	<p>Septimius Severus</p> <p>Boudicca</p>
Year 4 Core Knowledge	<p>I can understand how Augustine, Columba, Oswald, and Aiden impacted religion the Anglo-Saxon period.</p> <p>I know the biographies of some key Victorian inventors and how these advanced life.</p>	<p>Augustine, Columb, Oswald &amp; Aiden</p> <p>Anglo Saxons</p> <p>Victorian inventors</p>
Year 5 Core Knowledge	I can recognise the resistance and success of Alfred the Great.	Alfred the Great
Year 6 Core Knowledge	<p>I know that King Henry VIII was a Tudor monarch who made some significant changes which still have an impact on Britain today.</p> <p>I understand that today, Britain's monarch is the Head of the Church of England due to the reformation</p> <p>I know the key British Monarchs and how their roles have changed over time.</p>	The Tudors
<p>Key Stage Two End point</p> <p>Develop an understanding of how significant people beyond living memory have shaped Britain and the wider world.</p>		

# Essential Knowledge

Subject: History

Thread: How significant events have **shaped the world**  
(substantive concepts)

Nursery	I know that everyone is born.	
Year R Core Knowledge	I can talk about dinosaurs and am aware they became extinct.	
<p>EYFS Goals</p> <p>UTW Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>UTW Understand the past through settings, characters and events encountered in books read in class and storytelling</p>		
Year 1 Concepts and Vocabulary	I can explain how some people have helped to us to live better lives and compare this to a modern-day example	Mary Seacole  Transport/ music
Year 2 Concepts and vocabulary	I can understand the positive impact of the Great Fire of London on London after the Fire. I can understand the positive impact some key individuals have had on our lives and technological advances.	GFoL
<p>Key Stage One End Point</p> <p>Know key events beyond living memory that are significant globally</p>		
Year 3 Concepts and Vocabulary	I can explain some of the times when Britain has been invaded. I can describe how these historic events have influenced life in Britain. I can understand pre-historic achievements.  I can discuss similarities and differences between two or more periods of history.	Romans Stone Age to Iron Age
Year 4 Concepts & Vocabulary	I can describe how the Egyptians ran an ancient civilisation and understand their culture and beliefs. At end of LKS2 children should talk and write using some understanding on Yr 3 and the following substantive concepts.	Ancient Egyptians
Year 5 Concepts and vocabulary	I can explain the importance of the Battle of Britain and why it was a key turning point in WWII. I can understand the impact of WW2 on the British Empire I can discuss the importance of Danegeld and Danelaw I can explain how the last Anglo-Saxon kings shaped Britain. I can understand the influence that Ancient Greece had on the western world – democracy	
Year 6 Concepts and vocabulary	I understand that today, Britain's monarch is the Head of the Church of England due to the reformation.	
<p>Key Stage Two End Point</p> <p>Develop an understanding of how significant events have shaped the wider world.</p> <p>Understand abstract concepts such as civilisation, empire, parliament, peasantry, the church.</p> <ul style="list-style-type: none"> <li>Knowing about the achievements of the earliest civilizations within Europe and beyond.</li> <li>Understanding life in Ancient Greece and the impact of achievements on the western world.</li> </ul>		

# Essential Knowledge

**Subject: History**

**Thread: Local History Study**

Nursery	I can explore my school grounds using my senses.	
Year R Core Knowledge	I can ask questions to find out how Yorke Mead School has changed (Interview past pupils and members of staff)	
<p>EYFS Goals</p> <p>UTW Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>UTW Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>C&amp;L (LA&amp;U) Make comments about what they have heard and ask questions to clarify their understanding</p>		
Year 1 Core Knowledge	I know the building of the train stations changed Croxley Green I know some key individuals living in Croxley Green have influenced life.	Past and vocabulary
Year 2 Core Knowledge	I know the history of Yorke Mead School	Oldest house in Croxley
<p>Key Stage One End Point</p> <p>Understand significant historical events, people and places in their own locality</p>		
Year 3 Core Knowledge	I know the impact of Romans on St. Albans	Changes in Croxley to New Road with maps
Year 4 Core Knowledge	I can understand how my local area (Croxley Green) has been impacted by the developments of the Victorian era e.g. Croxley Station, Dickinson Paper Mill and the Canal.  I can explore Anglo Saxon village life and how it has influenced place names of contemporary places.	Victorians  Anglo-Saxons
Year 5 Core Knowledge	I can discuss the impact of WWII on Croxley Green and the soldiers that lost their lives I know where there are memorials in Croxley Green	WW2 and Croxley Green
Year 6 Core Knowledge	<b>I can see the influence of Tudor architecture in the local area and at Hampton Court</b>	<b>Hampton Court</b>
<p>Key Stage Two End Point</p> <p>Have an in-depth understanding of local history and understand the connections between local, regional, national and international history.</p> <p>Take a theme beyond the period of 1066</p>		