



History KS2 Essential Skills and Knowledge Overview

Year A	Home Sweet Home	Go With the Flow	Save Our Planet
Events People and Change	Victorians (locally) <ul style="list-style-type: none"> ▶ Demonstrate knowledge of aspects of history significant in their locality. Y3 ▶ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. Y4 	Vikings <ul style="list-style-type: none"> ▶ Describe some aspects of Britain's settlement by Anglo-Saxons and Scots y5. ▶ Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. Y6 	n/a
Chronology	<ul style="list-style-type: none"> ▶ Use some dates and historical terms when ordering events and objects. Y3 ▶ Use dates and historical terms when ordering events and objects. Y4 	<ul style="list-style-type: none"> ▶ Demonstrate awareness that the past can be divided into different periods of time. Y3 	n/a
Interpretation, Enquiry and Using Sources	<ul style="list-style-type: none"> ▶ Recognise how our knowledge of the past is constructed from a range of sources. Y5 	<ul style="list-style-type: none"> ▶ Recognise that different versions of past events may exist. Y3 ▶ Recognise how sources of evidence are used to make historical claims Y4 	n/a
Communication	<ul style="list-style-type: none"> ▶ Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Y6 	<ul style="list-style-type: none"> ▶ Discuss significant aspects of, and connections between, different historical events. Y4 	n/a

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Year B	History of Britain	Out of Africa	Going for Gold
Events People and Change	WW2 <ul style="list-style-type: none"> ▶ Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. Y6 	Ancient Egypt <ul style="list-style-type: none"> ▶ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. Y4 ▶ 	Ancient Greece <ul style="list-style-type: none"> ▶ Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world.y5
Chronology	<ul style="list-style-type: none"> ▶ Explore trends and changes over time. Y3 ▶ Identify where people and events fit into a chronological framework. Y4 	<ul style="list-style-type: none"> ▶ Describe links and contrasts within and across different periods of time including short-term and long-term time scales. Y5 	<ul style="list-style-type: none"> ▶ Explore links and contrasts within and across different periods of time. Y4 ▶ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. Y6
Interpretation, Enquiry and Using Sources	<ul style="list-style-type: none"> ▶ Recognise that our knowledge of the past is constructed from different sources of evidence. Y3 ▶ Recognise why some events happened and what happened as a result. Y4 	<ul style="list-style-type: none"> ▶ Describe some of the ways the past can be represented. Y3 ▶ Identify historically significant people and events in different situations. Y4 ▶ Recognise that some events, people and changes are judged as more significant than others. Y6 	<ul style="list-style-type: none"> ▶ Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Y5
Communication	<ul style="list-style-type: none"> ▶ Choose the most appropriate way of communicating different historical findings. Y6 	<ul style="list-style-type: none"> ▶ Select and organise historical information to present in a range of ways. Y3 ▶ Discuss and debate historical issues. Y5 	<ul style="list-style-type: none"> ▶ Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Y6

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Year C	All Roads lead to Rome	The Polar Regions	Inventors and Inventions
Events People and Change	Romans <ul style="list-style-type: none"> ▶ Describe some aspects of the Roman Empire and recognise its impact on Britain. Y3 	n/a	Islamic civilisation <ul style="list-style-type: none"> ▶ Describe key aspects of a non-European society such as the early Islamic civilisation. Y5
Chronology	<ul style="list-style-type: none"> ▶ Use dates and a wide range of historical terms when sequencing events and periods of time. Y6 	n/a	<ul style="list-style-type: none"> ▶ Develop chronologically secure knowledge of the events and periods of time studied. Y6
Interpretation, Enquiry and Using Sources	<ul style="list-style-type: none"> ▶ Use sources to address historically valid questions. ▶ Regularly address and sometimes devise historically valid questions and hypotheses. Y6 	n/a	<ul style="list-style-type: none"> ▶ Use sources to address historically valid questions and hypotheses. Y4 ▶ Describe the impact of historical events and changes. Y6
Communication	<ul style="list-style-type: none"> ▶ Use appropriate vocabulary when discussing, describing and explaining historical events. Y6 	n/a	<ul style="list-style-type: none"> ▶ Use relevant and appropriate historical terms and vocabulary linked to chronology Y4 ▶ Choose relevant ways to communicate historical findings. Y5

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Year D	Journeys	The Art of Food	Rock and Roll
Events People and Change	<ul style="list-style-type: none"> ▶ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. Y4 	Mayans <ul style="list-style-type: none"> ▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Y4 ▶ Describe key aspects of a non-European society such as the early Islamic civilisation. Y5 	Stone Age to Iron Age <ul style="list-style-type: none"> ▶ Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Y3
Chronology	<ul style="list-style-type: none"> ▶ Use dates and appropriate historical terms to sequence events and periods of time. Y4 	<ul style="list-style-type: none"> ▶ Identify where people, places and periods of time fit into a chronological framework. Y5 	<ul style="list-style-type: none"> ▶ Use dates and historical terms when ordering events and objects. Y4
Interpretation, Enquiry and Using Sources	<ul style="list-style-type: none"> ▶ Choose relevant sources of evidence to support particular lines of enquiry. Y5 	<ul style="list-style-type: none"> ▶ Give some reasons for contrasting arguments and interpretations of the past. Y6 	<ul style="list-style-type: none"> ▶ Evaluate sources and make simple inferences. Y5
Communication	<ul style="list-style-type: none"> ▶ Discuss some historical events, issues, connections and changes. Y3 ▶ Use appropriate vocabulary when discussing and describing historical events. Y5 	<ul style="list-style-type: none"> ▶ Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. Y5 	<ul style="list-style-type: none"> ▶ Use sources to address historically valid questions and hypotheses. Y4