



Mill Hill Community Primary School
History Key Skills

History

National Curriculum

KS1

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

KS2

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)



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- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

a local history study Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

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.



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History Key Skill						
Aspect	Y1	Y2	Y3	Y4	Y5	Y6
Similarities and differences	1.1 Begin to describe similarities and differences between historical artefacts and pictures.	2.1 Describe the how their own life is different from past generations of their own family.	3.1 Describe how their own lives are similar or different to children living in past times.	4.1 Compare two periods of history, identifying similarities and differences between them.	5.1 Make connections between two periods of history, to begin to develop historical perspective.	6.1 Make connections, draw contracts and identify trends in two or more periods of history, to improve historical perspective.
Vocabulary	1.2 Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after).	2.2 Use further terms associated with the past (e.g. year, decade and century).	3.2 Use appropriate historical vocabulary to describe key features of a time period.	4.2 Begin to use abstract terms (e.g. empire, civilisation, parliament, peasantry and heptarchy)	5.2 Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international)	6.2 Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and social).
Chronology	1.3 Begin to order artefacts and pictures from significantly different time periods.	2.3 Order events in a period of history studied and then begin to recall the dates of important festivals and celebrations.	3.3 Showing developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.	4.3 Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.	5.3 Independently place historical events or change on a timeline, remembering key facts from a period of history studied.	6.3 Create, from memory, a timeline from dates/details/eras, showing knowledge of how to check for accuracy.
Significant individuals	1.4 Sequence the story of a significant historical figure.	2.4 Use the stories of famous historical figures to compare aspects of life in different times.	3.4 Explain how a significant figure or a period influenced change.	4.4 Explain how significant historical figures contributed to national and international achievements in a variety of eras.	5.4 Describe how a significant individual or movement has influenced the UK or wider world.	6.4 Describe how their own lives have been influenced by a significant individual or movement.



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Local history	1.5 Describe, in simple terms, the importance of a local place or landmark.	2.5 Describe how people, places and events in their own locality have changed over time.	3.5 Describe how national changes affected their locality.	4.5 Describe the impact of international events on the local area.	5.5 Use a range of local history resources to describe how an event (e.g. the Black Death) affected a local town or village)	6.5 Suggest and research information sources required to present an in-depth study of a local town or city.
Continuity and change	1.6 Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.	2.6 Describe changes in the local area during their own lifetime and that of their parents and grandparents.	3.6 Describe some of the main changes in Britain, resulting from an event (e.g. an invasion of war).	4.6 Explain the impact of a significant historical figure on life in Britain.	5.6 Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.	6.6 Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.
Cause and consequence	1.7 Describe, in simple terms, why a significant individual acted the way they did.	2.7 Begin to understand the cause and effect by looking at a significant individual's actions and what happened as a result.	3.7 Express an opinion on whether a person or event had a positive or negative impact on life in Britain.	4.7 Explain that an event can have more than one cause.	5.7 Explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne)	6.7 Describe the negative or positive impact of a period of history on contemporary society.
Historical questions	1.8 Ask and respond to simple questions about the past, using sources of information.	2.8 Ask and answer questions about a range of historical sources.	3.8 Suggest useful research questions.	4.8 Ask and answer more complex questions through independent research.	5.8 Follow independent line of enquiry and make informed responses based on this.	6.8 Independently investigate a complex historical research question.



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Recording	1.9 Retell a significant event from their own past.	2.9 Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings.	3.9 Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.	4.9 Choose the best way to record a range of historical information, giving reasons for their choice.	5.9 Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.	6.9 Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.
Historical enquiry	1.10 Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.	2.10 Build a 'bigger picture' of a historical period, using a range of source material.	3.10 Choose the most important source material for a task, showing awareness of a range of sources.	4.10 Use a range of source materials to answer questions about the past which go beyond simple observations.	5.10 Describe how different types of evidence tells us different things about the past (e.g. royal portraits vs descriptions) and understand why contrasting arguments and interpretations occur.	6.10 Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.