

## Parkwood Primary School History KPIs

### KS1:

- Develop an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework, and identify similarities and differences between ways of life in different periods
- Ask and answer questions, choosing and using parts of stories and other sources to show what they know and understand key features of events

### KS2:

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Address and devise historically valid questions about change, cause, similarity and difference, and significance
- Form responses that involve thoughtful selection and organization of relevant historical information
- Understand how knowledge of the past is constructed from a range of sources

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding Knowledge & Skills					
<b><u>Comparison of Schools</u></b> <ul style="list-style-type: none"> <li>• Know that the Victorian era happened over 100 years ago</li> </ul> <b><u>Queen Elizabeth II</u></b> <ul style="list-style-type: none"> <li>• Know that Queen Elizabeth reigned for 70 years</li> </ul>		<b><u>Stone Age, Bronze Age and Iron Age</u></b> <ul style="list-style-type: none"> <li>• Know that BC dates tell us how many years <i>before</i> the birth of Christ something occurred – <b><i>link to BCE (before common era)</i></b></li> <li>• Know that AD dates tell us how many years <i>after</i> the birth of Christ something occurred – <b><i>link to CE (common era)</i></b></li> <li>• Place the Stone Age, Bronze Age and Iron Age periods on a timeline</li> </ul>	<b><u>Ancient Greece</u></b> <ul style="list-style-type: none"> <li>• Place Ancient Greece on a timeline in relation to today, as well as the Stone Age, Bronze Age, Iron Age and periods of history studied in FS and KS1</li> </ul> <b><u>Anglo-Saxons and Vikings</u></b> <ul style="list-style-type: none"> <li>• Place Anglo Saxon settlement in Britain on a timeline in relation to today, as well as the Stone Age, Bronze Age, Iron Age, ancient Greece, Roman Britain and periods</li> </ul>	<b><u>Ancient Egypt</u></b> <ul style="list-style-type: none"> <li>• Place ancient Egypt on a timeline in relation to today and historical periods/events studied in FS, KS1 and LKS2</li> </ul> <b><u>Mayan Civilisation</u></b> <ul style="list-style-type: none"> <li>• Place the dates of the Mayan civilisation on a timeline in relation to today and historical periods/events studied in FS, KS1 and LKS2</li> </ul>	

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		<b><u>Roman Britain</u></b> <ul style="list-style-type: none"> <li>Place Roman Britain on a timeline in relation to the Stone Age, Bronze Age and Iron Age</li> </ul>	of history studied in FS and KS1		
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Period/Life of a Person Knowledge &amp; Skills</b>					
<b><u>Queen Elizabeth II</u></b> <ul style="list-style-type: none"> <li>Describe the changes that needed to happen when the Queen passed away</li> </ul>	<b><u>Remembrance</u></b> <ul style="list-style-type: none"> <li>Know that remembrance is a time to think about soldiers and those in the armed forces both now and in the past</li> </ul> <b><u>Great Fire of London</u></b> <ul style="list-style-type: none"> <li>Describe how the Great Fire of London has impacted life today (fire brigade)</li> </ul>	<b><u>Stone Age, Bronze Age and Iron Age</u></b> <ul style="list-style-type: none"> <li>Describe how advancements in technology and inventions affected daily life</li> </ul> <b><u>Roman Britain</u></b> <ul style="list-style-type: none"> <li>Know that Romans ruled over much of the world: Europe, North Africa and Asia.</li> </ul>	<b><u>Ancient Greece</u></b> <ul style="list-style-type: none"> <li>Know that ancient Greece had an influence on Britain because the Romans adopted Greek culture and bought elements to the country when they invaded Britain</li> <li>Describe, using examples, how ancient Greece is present in our lives today</li> </ul>	<b><u>Ancient Egypt</u></b> <ul style="list-style-type: none"> <li>Know that the civilisation is still considered the most stable civilisation in human history because it lasted for so long</li> </ul> <b><u>Mayan Civilisation</u></b> <ul style="list-style-type: none"> <li>Describe the similarities and differences between the Mayans Civilisation and British history e.g., Stone Age people would use spears and a bow and arrow to hunt</li> </ul>	<b><u>WWII</u></b> <ul style="list-style-type: none"> <li>Know that WWII was a significant turning point in British history (role of women, education act, NHS and the welfare state)</li> <li>Describe how WWII has impacted life today (NHS, education, benefit system)</li> </ul>

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<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Historical Enquiry Knowledge and Skills</b>					
<ul style="list-style-type: none"> <li>Know what an artefact is</li> <li>Use photographs to draw conclusions and ask questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>Know what a source is</li> <li>Reach simple conclusions using a source</li> </ul>	<ul style="list-style-type: none"> <li>Identify details in two or three sources (written, artefact, photographs, pictures)</li> <li>Draw conclusions about sources (their reliability)</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from a range of sources</li> <li>Draw inferences from sources</li> </ul>	<ul style="list-style-type: none"> <li>Use language of probability when drawing conclusions from sources (indicates the children understand the reliability of the source)</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of primary and secondary sources in an investigation, offering reasons for different versions of events (Was evacuation a good thing?)</li> </ul>