

## KS1 History Skills Map - Warmington

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### Pupils should be taught about:

Element	Topic/Term	Topic/Term	Topic/Term	Topic/Term
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b>Changes in London building (stone) and creation of fire brigades (Great Fire). Celebrating the Coronation and why there is a monarchy. Development of the railways to spread to seaside resorts and the traditional summer holiday by the sea, comparing pictures from different decades (Seaside)</b>	<b>Turrets and Tiaras</b> Summer 1 and 2	<b>Seaside,</b> Spring 2	<b>Royal Family</b> Summer 2	<b>Great Fire of London</b> Spring 1 and 2
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. <b>Study the London Monument and explain what it is for, where it is and why. Where did the Great Fire start and what changed in London as a result. (Great Fire of London).</b>	<b>Turrets and Tiaras</b> Summer 1 and 2	<b>Jurassic World</b> Autumn 2	<b>Pirates</b> Summer 2	<b>Great Fire of London</b> Spring 1 and 2
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 – <b>studying Mary Anning (Jurassic World) – questions in planning include why she is famous, what was so important about her discovery. Samuel Pepys (Great Fire of London) – who he was, what he saw, what his diary included, why his diary is useful today. Nelson Mandela (Africa) – who he was, what happened to him, why was he jailed, what happened to him after prison, what differences he made. George Stephenson (Transport) – what he invented, what difference this made.</b>	<b>Superheroes</b> Year 1, Autumn 1	<b>Jurassic World</b> Autumn 2	<b>Pirates</b> Summer 2	<b>Royal Family</b> Summer 2
Significant historical events, people and places in their own locality. <b>Talk about Mary, Queen of Scots and Fotheringhay.</b>	<b>Turrets and Tiaras</b> Year 1, Summer 1 and 2	<b>Seaside</b> Spring 2	<b>Royal Family</b> Summer 2	

## KS2 History Skills Map

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

### Pupils should be taught about:

Topic/Term	Topic/Term	Topic/Term	Topic/Term	Topic/Term	Topic/Term	Topic/Term	Topic/Term
Changes in Britain from the Stone Age to the Iron Age  <b><u>Must know information:</u></b> <b><u>Timeline</u></b> <b><u>Flag Fen visit (Bronze Age) to show different examples of habitat in the local area</u></b> <b><u>Flag Fen visit and reconstruction linked to local area. Settlements across time and what these are for. Why did people settle in certain places – rivers, food, shelter. Which have survived through time? How have they changed?</u></b>	The Roman Empire and its impact on Britain  <b><u>Must know information:</u></b> <b><u>What is an invader and settler?</u></b> <b><u>Where did they come from? Why did they invade?</u></b> <b><u>Recognising on a map where the settlements were and looking at place names. Which cities had Roman roots – Lindum, Eboracum, Londinium, Ratae</u></b>	Britain's settlement by Anglo-Saxons and Scots  <b><u>Must know information:</u></b> <b><u>Roman Invasion</u></b> <b><u>What is an invader and settler?</u></b> <b><u>Where did they come from? Why did they invade?</u></b> <b><u>Recognising on a map where the settlements were and looking at place names – Thorpe, by. Alfred The Great – who was he? What did he do? Why is he remembered as Great?</u></b>	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  <b><u>Must know information:</u></b>  <b><u>Where the Vikings came from. Why they came to Britain. How they lived. Viking life – homes, religions, runes, impact on present day e.g. place names, days of the week. Candidates for Edward The Confessor's King.</u></b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  <b><u>Must know information:</u></b> <b><u>UK timeline including London Bridge, the Great Fire, London Landmarks, WW2, the Millennium, 2012 Olympics. Social impact of WW2</u></b>	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  <b><u>Must know information:</u></b> <b><u>Where were these civilisations? Why did they thrive? What did they eat? How was their society organised? How did they trade? What similarities and differences are</u></b>	Ancient Greece – a study of Greek life and achievements and their influence on the western world  <b><u>Must know information:</u></b> <b><u>Where was Ancient Greece? What did they achieve?</u></b> <b><u>Aspects of Greek life and how they relate to today – what did Ancient Greece add to our life today – Olympics, Maths, democracy.</u></b>	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. <b><u>Must know information:</u></b> <b><u>Where were these civilisations? Why did they thrive? What did they eat? How was</u></b>

			<p>Explain which was best – Harald, Harold or William.</p>		<p>there between our society and theirs?          What was their impact?          What was the impact of Western societies or colonialism on them?          Theories about why the civilisation ended.          Links to today's society through housebuilding and maths ratios.</p>		<p>their society organised?          How did they trade?          What similarities and differences are there between our society and theirs?          What was their impact?          What was the impact of Western societies or colonialism on them?</p>
Years 3 and 4, Summer 1 and 2 (Changing Britain)	Years 3 and 4, Summer 1 and 2	Years 3 and 4, Summer 1 and 2	Years 3 and 4, Summer 1 and 2	Years 5 and 6 Spring 2 (Victorians) Years 3 and 4 Autumn 1 and 2 (Titanic) Years 3 and 4 Spring 1 and 2 (World War 2)	Years 5 and 6 Summer 1 (Indus Valley) Years 5 and 6 Autumn 1 (Ancient Egypt) Years 5 and 6 Spring 1 (First Nations)	Years 3 and 4 Spring 1 and 2	Years 5 and 6 Autumn 1 and 2 (Mayans)  Years 5 and 6 Summer 1 (Benin)