History Essential Knowledge

Rationale for assessment

There are relatively few assessment statements as these knowledge statements should be what pupils remember for ever.
In other words, this knowledge should be retained in long term memory.
There is a difference between knowledge which should be retained close to the point of teaching and knowledge which will be retained for ever.
These statements **should not** therefore be assessed directly after the point of teaching, but at a spaced interval to check if it has been embedded in long-term knowledge.

Year 1	Year 2
Know the toys their grandparents played with were different to their own	Order dates on a simple timeline from earliest to latest
Know the main differences between their school days and that of their grandparents	Understand the causes of the Great Fire of London and some of the features of life in the 1600s.
Name a famous person from the past and explain why they are famous (Mary Anning)	Compare similarities and differences between seaside holidays today and those of the Victorian period
Understand and use vocabulary to show the passing of time; old, new, past, present, future, century, before, earliest	Know that for many centuries Britain has been ruled by a monarch and that our current monarch is Queen Elizabeth II
Identify some similarities and differences between periods studied	Know the name of a famous person close to where they live (Amy Johnson) and the events that made them famous
Know about a famous person from outside the UK and explain why they are famous (Neil Armstrong)	Choose and select evidence and to gain details about the past e.g. photos, eye witness accounts
Order and sequence some familiar events and objects	Know some of the main events in the chronology of flight

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Year 3	Year 4
Know that a timeline can be divided in BC (before Christ) and AD (Anno Domini)	Know where the Vikings originated from and show this on a map
Know how Britain changed between the beginning of the Stone Age and the Iron Age	Understand why the Vikings invaded Britain and the last Viking invasion took place in 1066
Know the main differences between the stone, bronze and iron age	Know how Alfred the Great resisted the Vikings and introduced reform
Understand the impact the Romans had on British life: trade, roads, language and writing	Know that Yorvik (York) became the Viking capital of England and was important for trade
Understand the term 'invasion' and how there was resistance to the Roman occupation (Boudicca)	Understand the reasons Henry VIII was married six times
Know that Angles, Jutes and Saxons settled in Britain after the Romans left	Know how the Protestant church of England was formed after Henry VIII broke away from the Catholic church
Know that during the Anglo-Saxon period Britain was divided into many kingdoms	Know some of the features of the Ancient Egyptian civilisation
Know that much of what we know about the Anglo-Saxons comes from graves like the one discovered at Sutton Hoo	Understand how religion was very important in the Ancient Egyptian civilisation (polytheists) and that different gods and goddesses were in charge of different parts of their lives
Sequence events and historical figures on to a timeline related to the units studied	Understand some aspects of the lives of pharaohs discovered through archeaology of tombs, including pyramids and the Valley of Kings

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Year 5	Year 6
Order an increasing number of significant events, movements and dates on a timeline using dates accurately	Understand the chronology of the 20th century and the major events leading to the conflicts Britain were involved in
Know when they are using primary and secondary sources of information to investigate the past	Know about the impact of the Blitz in Hull including evacuees, use of Anderson shelters and blackout, including the legacy left behind
Know how some historical events/periods occurred concurrently in different location e.g Ancient Greece, Romans, Egyptians	Understand the key events and dates of the fishing industry in Hull, including knowledge of the triple trawler tragedy
Know the main features of Ancient Greek society such Art, Science, Maths, Architecture, Philosophy, Democracy (Athens)	Know and understand the key-dates linked to the trans-Atlantic slave trade from 1560 up to the abolition of slavery
Compare differences and similarities of the Mayans to other civilisations that have been studied	Research and use multiple sources to gain an understanding of life as a slave
Know the main features of Mayan life and how it was suited to the geography	Know about the main events of the life of William Wilberforce and how he used his political influence to end slavery in Britain
Understand what life was like for a child living in Victorian Britain	Name and date any significant event form a period studied and place in on a timeline
Know some of the key events and developments to took place during the Victorian period.	Describe the main changes in a period of history using words such as social, religious , political and technological