



WE ARE HISTORIANS - History Knowledge Gems

In each history unit we build on our historical knowledge though our knowledge gems centred around; CHRONOLOGY, PEOPLE and LEGACY. The knowledge gems are the key things we learn and try to remember. We apply our learning using our previous historical knowledge and skills.

CHRONOLOGY	PEOPLE	LEGACY
We gain coherent knowledge and understanding of Britain's past and that of the world around us. We can place historical events on a timeline and know where they fit with historical periods we already know.	We learn about significant people from the past to the present day. We learn about their contributions to society and think about how we might one day make our own mark on the world. We make comparisons with how people lived from the past to how we live today.	We learn about how the legacies of historical periods have shaped Britain by learning from what people of the past have left behind. We can use historical enquiry to find out about the past by looking at evidence found today using primary and secondary sources.

EYFS/Year 1 Cycle A

Knowledge and Understanding of the World and National Curriculum: History)

Toys - changes within living memory

What were toys like when my grandparents were children?			
Autumn	CHRONOLOGY	PEOPLE	LEGACY
	I know how toys have changed over time from Victorian times to the present day.	I know what toys my parents and grandparents played with and can compare them with my own toys.	I know the name of different toys that have been played with over different decades and time periods.
	I know reasons why toys have changed over time.	I know how to describe my favourite toys.	I know which toys have been played with in the past and are still popular now.

Transport - events beyond living memory that are significant nationally or globally

What are the different ways transport has changed from past to present?			
Spring	CHRONOLOGY	PEOPLE	LEGACY
	I know how rail travel has changed over time. I know steam trains were replaced by electric trains.	I know that the first human flight was in a hot air balloon.	I know how the bicycle has changed over time. I know what a penny farthing looks like.
	I know that Henry Ford produced the first car in 1905 called the Model T Ford, but that not many people owned a car.	I know the similarities and differences between the Wright Brothers' aeroplane and modern aircraft.	I know cars have changed over time. Early cars used cranking many now are electric.

Seasides

How have seaside holidays changed over the years?			
Summer	CHRONOLOGY	PEOPLE	LEGACY
	I know 100 years ago people got changed in special bathing machines.	Seaside holidays became popular in Victorian times when Queen Victoria was Queen.	I know in the past people would watch Punch and Judy shows. Punch and Judy shows can be seen today but very rarely at the beach.
	I know the railways helped more people began to travel further and visit seaside resorts.	I know a pier is a platform built out to sea, where boats can dock and people can walk and fish.	I know in the past people would walk along the promenade to watch a show, hear a band or sit and rest.

EYFS/Year 1 Cycle B

Knowledge and Understanding of the World and National Curriculum: History)

The Gunpowder Plot

Why do we remember the 5 th of November?			
Autumn	CHRONOLOGY	PEOPLE	LEGACY

	I know the Gunfire plot was to kill King James I by blowing up the Houses of Parliament.	I know Guy Fawkes was a gunpowder expert.	I know why we celebrate Bonfire night.
	I know they were plotting because Catholics were being treated unfairly.	I know the plan was stopped by Lord Monteagle.	I know the remember poem.

Mary Seacole and Florence Nightingale

Why are Mary Seacole and Florence Nightingale thought of as National Heroes?			
Spring	CHRONOLOGY	PEOPLE	LEGACY
	I know Mary Seacole went to a battlefield to help soldiers. She looked after them in her 'hotel'.	I know Florence Nightingale went to the Crimean War to nurse wounded soldiers. She even nursed soldiers during the night and became known as 'The Lady with the Lamp'. She and her nurses saved many lives.	I know Florence Nightingale is remembered for making changes to nursing and showing people that nursing was a very important job.
			I know Mary Seacole was treated unfairly because of the colour of her skin. She showed that the colour of your skin is not important.

Schools in the past

What was school like in the past?			
Summer	CHRONOLOGY	PEOPLE	LEGACY
	I know that not all children went to school in Victorian times. Some poor children had to go to work.	I know most teachers were very strict in Victorian times.	I know Reading, writing and arithmetic were called the three Rs. They were the most important lessons in Victorian schools alongside religious education

	I know the history of Nacton C of E Primary School.	I know there were many punishments in Victorian classrooms.	I know how classrooms were different. Some classrooms held up to 70 or 80 children. Boys and girls sat separately. Children sat in rows and faced the front. The teacher used a blackboard and wrote with chalk. Children wrote on slates with slate pencils.
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Year 2

Farming - significant historical events, people and places in their own locality

What was farming like for ordinary people in the past?			
Autumn	CHRONOLOGY	PEOPLE	LEGACY
	I know key information about how farming has changed through the last 100 years on a timeline.	I know how the roles on the farm have changed from 100 years ago to today.	I know the importance of farming for the provision of our food and how farming today is more efficient than 100 years ago.
	I know how to use a timeline and place key periods of history I have already learnt on it.	I know how farmers use farming equipment and how it has changed from 100 years ago to today.	I know how farming is changing today to be more sustainable and environmentally friendly

The Great Fire of London - events beyond living memory that are significant nationally or globally

Tragedy or blessing? How can good things come from terrible events?			
Spring	CHRONOLOGY	PEOPLE	LEGACY
	I know the order of the key events of the Great Fire of London.	I know that how people live now is different to how people lived in 1666.	I know the story of the Great Fire of London and how the fire spread because the shops and houses were close together

	I know how and why London was different in the 17th century and compare it to how it is today.	I know how to use primary and secondary sources of information (such as Samuel Pepys's diary) to discover how the Great Fire of London affected people during and after the event.	I know some of the legacies of the key events from Samuel Pepys' diaries such as that there is a monument to the great fire of London, bonfire night and songs and rhymes we sing today.
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Castles – significant places

What was life like in a castle long ago?			
Summer	CHRONOLOGY	PEOPLE	LEGACY
	I know that Motte and Bailey were the earliest castles. They were built by the Normans in 1066.	I know castles were built to defend against enemy attack. They kept people safe inside.	I know names of the parts of a castle.
	I know that the design of castles changed over time.	I know that only rich people could afford to live in castles.	I know the names of local castles such as Framlingham and reasons why people visit today.

Lower Key Stage Two

Remembrance - beyond 1066

How do we remember the Great War?			
Cycle A Autumn	CHRONOLOGY	PEOPLE	LEGACY
	I know the First World War was called the Great War and took place from July 1914 – November 1918. I know Remembrance Day is held on November 11th and that this is the day that the armistice was signed in 1918.	I know that over five million British soldiers spent time living in the trenches, taking it in turns to be on the Front Line — the trench closest to the enemy.	I know by the winter of 1915, Germany and Britain had both dug long ditches called trenches which faced each other. Most of the war was fought from here and the space in the middle of the trenches was called No Man's Land.

	I know that on Christmas day 1914, an unofficial truce was called and both sides sang carols and played football in no-mans-land.	I know Walter Tull was a British soldier in the Great War. He was the first black officer to lead white soldiers into battle. He died in battle in France 1918.	I know the first Poppy Day took place 3 years after the end of the war. I know why the poppy was chosen as a symbol to remember those who have lost their lives in conflicts around the world.
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Stone Age - changes in Britain from the Stone Age to the Iron Age

The People of the Stone Age – barbarians or something more?			
Cycle A Spring	CHRONOLOGY	PEOPLE	LEGACY
	I know how to place the Stone Age (850,000-3000BC), Bronze Age (2,300BC) and Iron Age (1,200BC) of prehistoric Britain on a timeline. I know prehistoric Britain ends with the Roman invasion in 43AD. During this time people were known as Celts.	I know the main differences of Stone Age to Iron Age Britain including how daily life changed for people going from being nomadic to becoming farmers.	I know the significance of artefacts including cave paintings in learning about life in the past. I know during the Stone Age people used (hammers, axes, spears, arrows, pestle and mortar), during the Bronze Age people replaced stone for bronze and during the Iron Age bronze was replaced by iron.
	I know how to begin to use dates and historical terminology including BC/BCE and AD/CE.	I know the jobs needed by Stone Age people for survival (hunting, gathering, farming, fishing etc.).	I know that Stonehenge and Skara Brae are Neolithic sites that can be visited today.

Romans - the Roman Empire and its impact on Britain

Who were the Romans and what did they do for us?			
Cycle A Summer	CHRONOLOGY	PEOPLE	LEGACY
	I know when, how and why the Romans invaded (Celts) Britain in 43AD and how Roman Britain ended in 410AD. I know the Anglo Saxons settled in Britain when the Romans left.	I know how life changed for the Celts under Roman Britain and what daily life was like for a Roman soldier compared to a Celt warrior during this time.	I know how the Romans modernised Britain and the key legacies of this time e.g. Roman towns/cities, roads, houses, public baths, numerals and entertainment.

	I know key events (including the battles with Boudicca in 60-61AD) on a timeline of Roman Britain. I can explain why the Romans were successful invaders.	I know who Boudicca was and how she led an army against the Romans. I can describe key Roman Emperors and how they ruled Roman Britain.	I know the significance of Roman ruins that can be visited today, such as; Hadrian's Wall, Roman Baths, Colchester Castle (built over the ruined Roman Temple of Claudius).
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Ancient Egypt - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one

Is there more to the Ancient Egyptians than mummification and pyramids?			
Cycle B Autumn	CHRONOLOGY	PEOPLE	LEGACY
	I know that Ancient Egypt began around 3,100 BC/BCE and that it is believed that King Narmer was the first Egyptian Pharaoh. I can place key events during Egyptian times on a timeline e.g. when the pyramids were built.	I know the social order of Ancient Egyptian society (e.g. Pharaoh, advisor to the Pharaoh, high priests & nobles, priests, engineers, doctors, scribes, craftsmen, soldiers, farmers, slaves).	I know the myths of Isis, Osiris, and Seth. I know how to make comparisons of the Ancient Egyptian creation story with others I know already.
	I know the similarities and differences between ancient and modern Egypt; including the importance of the river Nile for the early civilization and today.	I know why Tutankhamun is a significant figure. I know why the discovery of Tutankhamun's tomb by Howard Carter was so important – because it allowed archaeologists to see inside an intact tomb and provided new and valuable information.	I know how to identify sources of historical evidence and explain key legacies of the Ancient Egyptians including the pyramids, hieroglyphics and art.

Titanic - beyond 1066

How could the unsinkable Titanic, sink?			
Cycle B Autumn	CHRONOLOGY	PEOPLE	LEGACY
	I know that RMS Titanic was built by the White Star Line and was the world's largest passenger liner. In 1911 Titanic was declared	I know that Titanic was a luxury passenger liner that carried some of the world's richest people as well as others looking for a new life in North America.	I know the Titanic carried over 2200 people, but there were only enough life boats for around 1200 of them. Over 1500 people died because of the sinking.

	practically unsinkable and a marvel of British engineering.		
	I know Titanic collided with an iceberg and sank on April 15, 1912.	I know that the three different classes of passengers were treated very differently, due to wealth and social status. I know it was a legal requirement of British law that third class passengers could not mix with first and second class passengers on Titanic.	I know that as a result of the Titanic sinking laws and regulations around safety at sea were changed. All ships must carry enough lifeboats for everyone on board. Lifeboats drills and safety inspections became mandatory. Radio communications must be supervised 24 hours a day. They must also have a secondary power source to be able to receive distress signals at any time.

Anglo Saxons - Britain's settlement by Anglo-Saxons and Scots

Who were the Anglo Saxons?			
Cycle B Summer	CHRONOLOGY	PEOPLE	LEGACY
	I know how to place the Anglo-Saxon period in chronological order on a timeline of British history.	I know the seven Anglo-Saxon kingdoms and what life was like for everyday citizens. I know the role the Anglo Saxons in establishing early county borders and the meaning behind place names we still use today.	I know the religious beliefs and practices of the early Anglo Saxon people. I know how the Anglo-Saxons converted from Paganism to Christianity.
	I know when and where the Anglo-Saxons came from and why they invaded and settled in Britain including how they challenged the Scots, following the exit of the Romans.	I know the significance of some Anglo-Saxon kings (King Alfred and King Athelstan, Edward the Confessor) and understand how they shaped Britain. I know why the discovery of King Raedwald's ship at Sutton Hoo is significant.	I know how the Anglo-Saxons contributed to the beginnings of our language, culture and geography.

Upper Key Stage Two

Tudors - a local history study

How did the Tudors change England?			
Cycle A Autumn	CHRONOLOGY	PEOPLE	LEGACY
	I know how to place the key events of the Tudor period in chronological order on a timeline. I know key parts of the Tudor era including the Battle of Bosworth.	I know what life was like for Tudor people, including what they wore, food and drink, entertainment and crime and punishment.	I know the reasons why King Henry VIII broke with Rome, and causes of the English Reformation.
	I know the Tudor family tree and some of the key historical stories of the Tudor royal family from Henry VII to Elizabeth I by learning about who they were and why their story is a significant part of British history. I can place this on a timeline.	I know who Henry VIII was. I know he had 6 wives, what his personality was like and how he reigned when he was king.	I know how Tudor exploration and other significant events during the reign of Elizabeth I have helped shape today's Britain.

Mayan Civilization - a non-European society that provides contrasts with British history

Why did Mayan civilisation end so mysteriously?			
Cycle A Spring	CHRONOLOGY	PEOPLE	LEGACY
	I know how to place the Mayan civilization (1800BC -900AD) on a timeline. I know there are 3 main periods of Mayan civilization which are pre-classic, classic and post classic.	I know what life was like during the Mayan civilization (including farming & they only used stone & wooden tools). -	I know that the Mayan legacies include books, pottery and buildings which people started to discover in the Spanish invasion. -
	I know how to compare the key changes that happened during prehistoric Britain with the changes of the Mayan civilization using historical sources of evidence.	I know Mayan beliefs from stories such as 'The Hero Twins' and 'The Chocolate Tree'. I know the Mayans believed in many gods and they created temples to worship their gods.	I know that there are many people who recognised themselves as Mayan today who live in Guatemala, Mexico & Belize. I know they have continued their traditions such as weaving and farming.

Vikings – the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Who were the Vikings - raiders, traders or settlers?			
Cycle A Summer	CHRONOLOGY	PEOPLE	LEGACY
	I know where the Vikings came from and when they began to invade Britain. I can relate the Viking period in chronological order with other periods of history I have already learnt.	I know the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Alfred the Great. I know which people were involved in this struggle, what were their motivations and ambitions.	I know the legacy left by Viking and Anglo-Saxon kings and discuss how this legacy shaped and impacted Britain (longships/trade).
	I know why the Vikings were so successful, drawing on and placing the battle of 793 on a timeline	I know how Viking mythology shaped the faith and beliefs of Vikings living in Britain. I know the Viking creation story and how to compare it to other faiths.	I know about how the Vikings lived and how this left a lasting impression on life today.

Ancient Greece – a study of Greek life and achievements and their influence on the western world

How have the Ancient Greeks influenced the way we live, think and play?			
Cycle B Autumn	CHRONOLOGY	PEOPLE	LEGACY
	I know how to relate the Ancient Greek period in chronological order with other periods of history I have already learnt. I can understand how archaeologists studied them using historical sources	I know the origins of the Olympics, what religious beliefs were held and learn about the twelve Olympians.	I know how Ancient Greek democracy was established and how it compares to modern day.
	I know why the Ancient Greeks were so successful, documenting the Battle of Marathon and its lasting legacy.	I know how to compare and contrast what it was like to live in Ancient Greece in comparison to now.	I know the achievements and successes of the Ancient Greeks that have a lasting legacy across the world to date.

The Second World War- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Can war ever be justified?			
Cycle B Spring	CHRONOLOGY	PEOPLE	LEGACY

	I know Nazi Germany invaded Poland on 1st September 1939 which initiated WWII in Europe. I know how to place key events of WWII on a timeline from the start of the war to the end and VE day 8th May 1945.	I know Winston Churchill is remembered for being the leader of Britain during the war.	I know during World War II, the British government ordered the evacuation of children from cities to the countryside to protect them from potential bombings.
	I know why the 'blitz' was a significant period during WWII and how people protected themselves from air raids.	I know the impact of rationing during wartime.	I know how propaganda was used during the war to influence the public in different ways.

The Windrush Generation - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

How did the Windrush Generation contribute to the building of a stronger UK?			
Cycle B Spring	CHRONOLOGY	PEOPLE	LEGACY
	I know that Empire Windrush was a large ship that sailed across the Atlantic in 1948. It was carrying many people from the Caribbean to England who had come to help rebuild Britain after the damage it had suffered during World War II.	I know for some of the passengers on board the Windrush, the reality of life in Britain was very different from their expectations and hopes. Weather was cold, food was different and there were few places to live.	I know how workers from the Caribbean and the commonwealth helped to rebuild Britain and kept public services and the NHS going. This is remembered on Windrush Day is on the 22nd June
	I know how to place the key events of the Windrush and later legislation regarding race relations in chronological order on a timeline.	I know that there was little diversity in Britain at the time and that racism prevented many of the Windrush generation being treated fairly. I know how this was echoed in the experience of Baroness Floella Benjamin.	I know the Windrush scandal refers to thousands of people who came to the UK from the West Indies in the 1960s and 1970s who had their British citizenship removed. Some were sent back to the countries they had left when they were children.