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| **History at Kimbolton St James’ Primary School** |
| **Knowledge Cycle A** |
| **Topic** | **Vocabulary** | **Chronology and people** |
| **Knights and Castles** Significant historical events, people and places in their own locality**.** | * I know the word **‘history’** means learning about the past.
* I know how to use the words **'then', ‘nowadays'** and **‘now’** in a sentence.
* I know that the word ‘**century’** means a group of 100 years
* I know the terms: castle, motte and bailey, keep, tower, gatehouse, battlements, moat, drawbridge and arrow loops, knight, sword, spear, armour, bow and arrow, archery, coats of arms
 | * I know that the first castles were built by the Normans
* I know what a motte and bailey castle looks like
* I can find out about castles and castle life using photos, pictures and written sources
* I know some facts about Ludlow Castle
* I can name the different parts of a castle
* I know about some of the armour and weapons a medieval knight would have used
* I know some of the jobs in a medieval castle
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| **Remembrance Day**Significant historical events, people and places in their own locality. | * I know and can use everyday time terms, such as **'now', 'then', ‘day’, ‘month’**, **'nowadays', in the past, ‘previously**
 | * I know that we Remembrance Day each year
* I know that we wear a poppy for Remembrance
* I know why Remembrance Day is on November 11th each year
* I know that we have a two-minute silence at 11am
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| **Our Wonderful World**The lives of significant individuals in the past who have contributed to national and international achievements e.g. explorers | * I can use common words and phrases relating to the passing of time, e.g. now, then, before, nowadays, in the past, previously
 | * I can use sources to find out about the life of an explorer
* I know some facts about an explorer
* I can plan and find information needed to write a paragraph about an explorer
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| **The Enchanted Woodland**Changes within living memory | I know and can appropriately use the words **‘now, ‘then, ‘before’, ‘after’, ‘today’** | * I can identify a range of similarities and difference between school life today and in the past
* I can plan questions and find information needed to compare school life today and in the past
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| **Skills** |
| **HISTORICAL KNOWLEDGE** | **HISTORICAL CONCEPTS** | **HISTORICAL ENQUIRY** |
|  I can identify and briefly describe features of particular themes, events and people from family, local, national and global history. E.g. Knights and Castles Aut A I can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. E.g. Sequence the events of the Great Fire of London on a timeline. I can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as ‘now’, ‘then’, ‘yesterday’, ‘week’, ‘month’, ‘year’, ‘old’, ‘new’, 'nowadays', 'in the past', 'previously'. |  I can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise similarities and differences in school life today and in the past The Enchanted Woodland Summer A |  I can identify a few relevant causes and effects for some of the main events covered. E.g. Identify why first castles were built Knights and Castles Autumn A  |  I can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.Our Wonderful World Spring A |  I can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about an explorerOur Wonderful World Spring A |  I can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. E.g. Choose several different sources to select information about the key features of the life of an explorerOur Wonderful World Spring A |