

History Knowledge and Skills Organiser

Year 3	Autumn Term	Spring Term	Summer Term
Unit	Bronze Age (2300–700 BCE)	Tudors (1485–1603)	Ancient Egypt (3100–332 BCE)
Knowledge	<ul style="list-style-type: none"> • Understand how bronze was made and why it replaced stone. • Know how farming and settlements developed in the Bronze Age. • Recognise the role of monuments and burial practices. • Understand trade networks and how communities exchanged goods. • Know examples of Bronze Age artefacts and what they tell us. • Recognise how Bronze Age life compares with today. 	<ul style="list-style-type: none"> • Know who the Tudor monarchs were. • Understand how religion changed under different monarchs. • Recognise daily life for rich and poor Tudors. • Know about Tudor exploration and trade. • Understand local Tudor history (Hatfield House). • Recognise the legacy of the Tudor period. 	<ul style="list-style-type: none"> • Know the role of pharaohs in Egyptian society. • Understand how pyramids were built and their purpose. • Recognise beliefs about the afterlife. • Know how hieroglyphs were used to communicate. • Understand Egyptian achievements in art and architecture. • Recognise similarities and differences with other ancient civilisations.
Skills	<ul style="list-style-type: none"> • Place the Bronze Age on a timeline and use BC/AD correctly. • Use artefacts to ask and answer historical questions. • Describe daily life in the Bronze Age using evidence. • Compare Bronze Age society with earlier Stone Age life. • Interpret sources to explain beliefs and practices. • Present findings clearly, using historical vocabulary. 	<ul style="list-style-type: none"> • Sequence Tudor monarchs chronologically. • Use portraits and documents as evidence. • Compare Tudor society with modern Britain. • Ask and answer questions about Tudor life. • Interpret sources to explain religious change. • Present findings in written and oral form. 	<ul style="list-style-type: none"> • Place Ancient Egypt on a timeline. • Identify artefacts and explain their purpose. • Ask and answer questions about Egyptian daily life. • Interpret sources to explain beliefs. • Present findings clearly using historical vocabulary. • Compare Ancient Egypt with modern society.

Year 4	Autumn Term	Spring Term	Summer Term
Unit	Kingdom of Benin (900–1170 CE)	Roman Britain (55 BCE–410 CE)	Anglo-Saxons (410–1066 CE)
Knowledge	<ul style="list-style-type: none"> • Know about Benin’s art and symbolism. • Understand Benin’s trade networks. • Recognise Benin’s political systems. • Know how Benin compared with Europe at the time. • Understand the significance of Benin bronzes. • Recognise the legacy of Benin. 	<ul style="list-style-type: none"> • Understand why the Romans invaded Britain. • Know how Romans built towns and roads. • Recognise Roman culture and daily life. • Understand local Roman history (St Albans). • Know about Roman religion and beliefs. • Recognise the legacy of Roman Britain. 	<ul style="list-style-type: none"> • Know how Anglo-Saxons settled in Britain. • Understand Anglo-Saxon kingdoms and rulers. • Recognise daily life in Anglo-Saxon Britain. • Know about Anglo-Saxon religion and beliefs. • Understand Anglo-Saxon art and culture. • Recognise the legacy of the Anglo-Saxons.
Skills	<ul style="list-style-type: none"> • Describe artefacts and explain their significance. • Use sources to ask and answer questions. • Compare Benin with European societies. • Sequence events in Benin’s history. • Interpret evidence about trade and politics. • Present findings clearly. 	<ul style="list-style-type: none"> • Place Romans on a timeline. • Use maps to identify Roman settlements. • Interpret artefacts to explain Roman life. • Compare Roman Britain with modern Britain. • Ask and answer questions using evidence. • Present findings clearly. 	<ul style="list-style-type: none"> • Sequence Anglo-Saxon events. • Use sources to describe daily life. • Compare Anglo-Saxon society with Romans. • Ask and answer questions about Anglo-Saxon life. • Interpret artefacts and evidence. • Present findings clearly

Year 5	Autumn Term	Spring Term	Summer Term
Unit	Women's Rights (Thematic Study)	Vikings (700–1100 CE)	Black and British (Thematic Study)
Knowledge	<ul style="list-style-type: none"> • Know the origins of the suffrage movement. • Understand the role of key figures (e.g. Emmeline Pankhurst). • Recognise turning points in women's rights. • Know how women's rights changed over time. • Understand the impact of legislation. • Recognise the legacy of the movement. 	<ul style="list-style-type: none"> • Know why Vikings raided Britain. • Understand Viking settlements. • Recognise Viking daily life. • Know about Viking religion and beliefs. • Understand Viking art and culture. • Recognise Viking legacy. 	<ul style="list-style-type: none"> • Know the contributions of Black people to Britain. • Understand challenges faced across centuries. • Recognise achievements of Black communities. • Know about key figures in Black British history. • Understand the impact of migration. • Recognise the legacy of Black communities in Britain.
Skills	<ul style="list-style-type: none"> • Sequence events in the women's rights movement. • Use sources to explain change. • Interpret evidence about key figures. • Present arguments about equality. • Compare women's rights across time. • Present findings clearly. 	<ul style="list-style-type: none"> • Place Viking events on a timeline. • Use artefacts to explain Viking life. • Compare Vikings with Anglo-Saxons. • Ask and answer questions using evidence. • Interpret sources about raids and settlements. • Present findings clearly 	<ul style="list-style-type: none"> • Analyse sources about Black history. • Present findings on contributions and challenges. • Make thematic links across time. • Compare experiences across centuries. • Interpret evidence about migration and culture. • Present findings clearly.

	Autumn Term	Spring Term	Summer Term
Year 6	World War II (1939–45)	Ancient Greece (800–146 BCE)	Beyond Face Value (Thematic Study)
Knowledge	<ul style="list-style-type: none"> • Understand the causes of WWII. • Know key events of the war. • Recognise the impact on civilians. • Understand local wartime history. • Know about leaders and their decisions. • Recognise the legacy of WWII. 	<ul style="list-style-type: none"> • Know the origins of democracy. • Understand Greek myths. • Recognise achievements in art. • Know contributions in philosophy. • Understand scientific achievements. • Recognise the legacy of Ancient Greece. 	<ul style="list-style-type: none"> • Know how historians use evidence. • Understand why interpretations differ. • Recognise how history is constructed. • Know examples of differing interpretations. • Understand the importance of questioning evidence
Skills	<ul style="list-style-type: none"> • Sequence WWII events. • Use sources to explain civilian experiences. • Interpret evidence about leaders and decisions. • Present findings about local wartime history. • Compare WWII with other conflicts. • Present arguments using evidence. 	<ul style="list-style-type: none"> • Place Ancient Greece on a timeline. • Use sources to explain achievements. • Compare Ancient Greece with modern society. • Ask and answer questions about myths. • Interpret evidence about democracy. • Present findings clearly 	<ul style="list-style-type: none"> • Analyse different types of historical evidence. • Compare and contrast historical interpretations. • Evaluate the reliability of sources. • Discuss how historians construct narratives. • Present reasoned arguments about historical interpretations. • Reflect on the impact of bias in historical accounts.