

History

Key Skills

	Year 1
Chronology	<ul style="list-style-type: none"> sequence events or objects in chronological order
Range and depth of historical knowledge	<ul style="list-style-type: none"> Begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past
Interpretations of history	<ul style="list-style-type: none"> begin to identify different ways to represent the past e.g. photos, stories, adults talking about the past (photos, BBC website)
Historical enquiry	<ul style="list-style-type: none"> sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects
Organisation and communication	<ul style="list-style-type: none"> Time-lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT

	Year 2
Chronology	<ul style="list-style-type: none"> • sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life • describe memories of key events in lives
Range and depth of historical knowledge	<ul style="list-style-type: none"> • find out about people and events in other times • collections of artefacts – confidently describe similarities and differences • drama – develop empathy and understanding (hot seating, sp. and listening)
Interpretations of history	<ul style="list-style-type: none"> • compare pictures or photographs of people or events in the past • able to identify different ways to represent the past
Historical enquiry	<ul style="list-style-type: none"> • use a source – why, what, who, how, where to ask questions and find answers • sequence a collection of artefacts • Use of time-lines • discuss the effectiveness of sources
Organisation and communication	<ul style="list-style-type: none"> • Class display/ museum annotated photographs • ICT

	Year 3
Chronology	<ul style="list-style-type: none"> • place the time studied on a time-line • sequence events or artefacts • use dates related to the passing of time
Range and depth of historical knowledge	<ul style="list-style-type: none"> • find out about everyday lives of people in time studied • compare with our life today • identify reasons for and results of people's actions • understand why people may have had to do something • Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)
Interpretations of history	<ul style="list-style-type: none"> • identify and give reasons for different ways in which the past is represented • distinguish between different sources and evaluate their usefulness • look at representations of the period – museum, cartoons, etc.
Historical enquiry	<ul style="list-style-type: none"> • use a range of sources to find out about a period • observe small details – artefacts, pictures • select and record information relevant to the study • begin to use the library, e-learning for research ask and answer questions
Organisation and communication	<ul style="list-style-type: none"> • communicate knowledge and understanding in a variety of ways – discussions, pictures, • writing, annotations, drama, mode

	Year 4
Chronology	<ul style="list-style-type: none"> • place events from period studied on a time-line • use terms related to the period and begin to date events • understand more complex terms e.g. BCE/AD
Range and depth of historical knowledge	<ul style="list-style-type: none"> • use evidence to reconstruct life in time studied • identify key features and events • look for links and effects in time studied • offer a reasonable explanation for some events • Develop a broad understanding of ancient civilisations
Interpretations of history	<ul style="list-style-type: none"> • look at the evidence available • begin to evaluate the usefulness of different sources • use of text-books and historical knowledge
Historical enquiry	<ul style="list-style-type: none"> • use evidence to build up a picture of a past event • choose relevant material to present a picture of one aspect of life in time past • ask a variety of questions • use the library, e-learning for research
Organisation and communication	<ul style="list-style-type: none"> • select data and organise it into a data file to answer historical questions • know the period in which the study is set • display findings in a variety of ways • work independently and in groups

Year 5

	Year 5
Chronology	<ul style="list-style-type: none">• place current study on time-line in relation to other studies• know and sequence key events of time studied• use relevant terms and periods labels• relate current studies to previous studies• make comparisons• between different times in history
Range and depth of historical knowledge	<ul style="list-style-type: none">• study different aspects of• life of different people – differences between men and women• examine causes and results of great events and the impact on people• compare life in early and late times studied• compare an aspect of life with the same aspect in another period• Compare and contrast ancient civilisations
Interpretations of history	<ul style="list-style-type: none">• compare accounts of events from different sources. Fact or fiction• offer some reasons for different versions of events
Historical enquiry	<ul style="list-style-type: none">• begin to identify primary and secondary sources• use evidence to build up a picture of life in time studied• select relevant sections of information• confident use of library, e-learning, research
Organisation and communication	<ul style="list-style-type: none">• fit events into a display sorted by theme time• use appropriate terms, matching dates to people and events• record and communicate knowledge in different forms• work independently and in groups showing initiative

Year 6

Chronology	<ul style="list-style-type: none">• place current study on time-line in relation to other studies• use relevant dates and terms• sequence up to ten events on a time-line
Range and depth of historical knowledge	<ul style="list-style-type: none">• find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings• compare beliefs and behaviour with another period studied• write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation• Study change through the lives of significant individuals• know key dates, characters and events of time studied.
Interpretations of history	<ul style="list-style-type: none">• link sources and work out how conclusions were arrived at• consider ways of checking the accuracy of interpretations – fact or fiction and opinion• be aware that different evidence will lead to different conclusions• confident use of the library etc. for research
Historical enquiry	<ul style="list-style-type: none">• recognise primary and secondary sources use a range of sources to find out about an aspect of time past.• Suggest omissions and the means of finding out• bring knowledge gathering from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none">• select aspect of study to make a display• use a variety of ways to communicate knowledge and understanding including extended writing• plan and carry out individual investigations