

History Key Skills – Sept 2014

<u>Year 1</u>	<u>Year 2</u>
<p>Children should learn to / Children should:</p> <p><u>HISTORICAL CHRONOLOGY</u> – <i>(a coherent knowledge of understanding of Britain’s past and that of the wider world)</i></p> <ul style="list-style-type: none"> Find out about the past and present events in their life and in those of their families and other people they know. Put 2 / 3 events or objects in the order in which they happened e.g. <i>I was born, I went to nursery, I went to school, etc.</i> Understand that some objects belonged a long time ago. Know that the past is different from today. Talk about changes that have happened to them since being born e.g. <i>walking, talking, etc.</i> <p><u>HISTORICAL CONCEPTS</u> – <i>(understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between as well as their own identity and the challenges of time.)</i></p> <ul style="list-style-type: none"> Show appreciation that some famous people have helped make our lives better, e.g. <i>Christopher Columbus discovered the new world now known as America.</i> Recall simple facts. <p><u>HISTORICAL INTERPREATION</u> – <i>(To think critically, weigh evidence, sift arguments and develop perspective and judgement.)</i></p> <ul style="list-style-type: none"> Recognise that the special nights we celebrate are because of famous events in history e.g. Bonfire night and the Gunpowder plot. Begin to give their own view on why something happened in the past. <p><u>HISTORICAL ENQUIRY</u> – <i>(To inspire curiosity to know more about the past and ask perceptive questions.)</i></p> <ul style="list-style-type: none"> Ask questions about old and new objects. Find answers to simple questions using pictures and writing. Begin to understand that their local area was different in the past. <p><u>HISTORICAL COMMUNICATION</u> – <i>(To create their own structured accounts including written narratives and analyses.)</i></p> <ul style="list-style-type: none"> Talk about something that has happened when they were little. Begin to talk about the similarities and differences between old and new objects. Know the location of their school. Give plausible explanations to what something was used for in the past. Understand and use words and phrases such as old, new, and a long time ago. 	<p>Children should learn / Children should:</p> <p><u>HISTORICAL CHRONOLOGY</u> – <i>(a coherent knowledge of understanding of Britain’s past and that of the wider world)</i></p> <ul style="list-style-type: none"> Know where the people and events studied fit on a basic timeline. Understand that life changing events happened before they were born. Name a few people from the past who have contributed to national and international achievements <p><u>HISTORICAL CONCEPTS</u> – <i>(understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between as well as their own identity and the challenges of time.)</i></p> <ul style="list-style-type: none"> They can compare the lives of at least two famous people from different time frames and say what significant changes they made to our lives and to their profession. Sequence the life of a famous person. Can give examples of things that are different in their life from that of their grandparents when they were young. Can compare the differences and similarities between some artefacts. <p><u>HISTORICAL INTERPREATION</u> – <i>(To think critically, weigh evidence, sift arguments and develop perspective and judgement.)</i></p> <ul style="list-style-type: none"> Find out about the past by asking an older person. Answer questions using resources such as an information book. Research the life of a famous person using different sources of information to help them. Research the life of someone who used to live in the local area using the internet and other sources of information to help them. <p><u>HISTORICAL ENQUIRY</u> – <i>(To inspire curiosity to know more about the past and ask perceptive questions.)</i></p> <ul style="list-style-type: none"> Ask and answer questions using stores and other sources of information to show understanding of key events. <p><u>HISTORICAL COMMUNICATION</u> – <i>(To create their own structured accounts including written narratives and analyses.)</i></p> <ul style="list-style-type: none"> Use phrases such as before, after, past, present, before, after, then and now with accuracy. Begin to talk about a time before they were born and then compare aspects of their life to that of different time periods linked to significant people studied.

History – KEY SKILLS 2014

<u>Year 3</u>	<u>Year 4</u>
<p>Children should learn to / Children should:</p> <p><u>HISTORICAL CHRONOLOGY</u> – <i>(a coherent knowledge of understanding of Britain’s past and that of the wider world)</i></p> <ul style="list-style-type: none"> • Describe events and periods using the words BC, AD and decades. • Describe events using the words ancient and century. • Use mathematical knowledge to work out how long ago events would have happened. • Have a sense of chronology and use a timeline to set out the order of when events happened. <p><u>HISTORICAL CONCEPTS</u> – <i>(understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between as well as their own identity and the challenges of time.)</i></p> <ul style="list-style-type: none"> • Show some awareness and appreciation that early Brits way of life was different to ours today i.e. diet, communication, housing, etc. • Have an understanding of what life was like for early settlers. • Know the successes of some ancient civilisations. • Begin to give a few reasons for and the results of an event studied. <p><u>HISTORICAL INTERPRETATION</u> – <i>(To think critically, weigh evidence, sift arguments and develop perspective and judgement.)</i></p> <ul style="list-style-type: none"> • Understand how and where some ancient civilisations appeared in time. • Understand the influences and achievements of the Ancient Greeks • Show an understanding of the part archaeologists have had in helping us understand more about what happened in the past. <p><u>HISTORICAL ENQUIRY</u> – <i>(To inspire curiosity to know more about the past and ask perceptive questions.)</i></p> <ul style="list-style-type: none"> • Ask questions and suggest answers to why certain events happened and why certain people acted like they did. • Begin to use one or more sources of information to support their questions. • Know that Britain has been invaded by many different groups over time. <p><u>HISTORICAL COMMUNICATION</u> – <i>(To create their own structured accounts including written narratives and analyses.)</i></p> <ul style="list-style-type: none"> • Use sentences to describe the main events, people and changes in history. • Use various sources of evidence to answer questions and piece together information about a period in history. • Identify some differences and similarities between given periods in history. 	<p>Children should learn to / Children should:</p> <p><u>HISTORICAL CHRONOLOGY</u> – <i>(a coherent knowledge of understanding of Britain’s past and that of the wider world)</i></p> <ul style="list-style-type: none"> • Understand that the past is divided into differently named periods of time. • Use some dates to explain local, British and world history. • Place the period studied and events on a timeline using dates. <p><u>HISTORICAL CONCEPTS</u> – <i>(understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between as well as their own identity and the challenges of time.)</i></p> <ul style="list-style-type: none"> • Begin to explain how events from the past have helped shape our lives. • Recognise the lives of wealthy and the poor were very different. • Show appreciation that items from the past that are found, help us to build a picture of how people lived in the past. <p><u>HISTORICAL INTERPRETATION</u> – <i>(To think critically, weigh evidence, sift arguments and develop perspective and judgement.)</i></p> <ul style="list-style-type: none"> • To know that the way people lived in the past is different to the way we live now e.g cooking, travelling, use of weapons, etc. • Show appreciation and understanding that wars in the past are often associated with invasion, conquering and religious reasons. <p><u>HISTORICAL ENQUIRY</u> – <i>(To inspire curiosity to know more about the past and ask perceptive questions.)</i></p> <ul style="list-style-type: none"> • I can answer and sometimes devise my own historical questions. • I can use one or more sources of information to help me answer questions. • Two compare two versions of an event and see how they differ. <p><u>HISTORICAL COMMUNICATION</u> – <i>(To create their own structured accounts including written narratives and analyses.)</i></p> <ul style="list-style-type: none"> • Write in sentences and paragraphs to describe some of the main events, people and changes in history. • Present recalled or selected information using historical language.

History Key Skills

<u>Year 5</u>	<u>Year 6</u>
<p>Children should learn to / Children should:</p> <p><u>HISTORICAL CHRONOLOGY</u> – <i>(a coherent knowledge of understanding of Britain’s past and that of the wider world)</i></p> <ul style="list-style-type: none"> • Can place events, people and changes in local, British and world history on a timeline. • Begin to tell a story of events within and across the time periods studied. <p><u>HISTORICAL CONCEPTS</u> – <i>(understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between as well as their own identity and the challenges of time.)</i></p> <ul style="list-style-type: none"> • Appreciate that significant events have helped shape the country we have today. • The decisions made for our country have been made through Parliament for a long period of time. <p><u>HISTORICAL INTERPRETATION</u> <i>(To think critically, weigh evidence, sift arguments and develop perspective and judgement.)</i></p> <ul style="list-style-type: none"> • Begin to make comparisons between historical periods explaining things that have changed and things that have stayed the same then begin to say how they have made an impact on me. • Have a good understanding of how crime and punishment has changed over time. • Understand that the past can be represented and interpreted in many different ways. <p><u>HISTORICAL ENQUIRY</u> – <i>(To inspire curiosity to know more about the past and ask perceptive questions.)</i></p> <ul style="list-style-type: none"> • Select relevant information from a range of sources showing awareness of different viewpoints and understanding of bias. • Devise own historically questions. <p><u>HISTORICAL COMMUNICATION</u> – <i>(To create their own structured accounts including written narratives and analyses.)</i></p> <ul style="list-style-type: none"> • Use dates and historical language in their work e.g centuries, decades, etc. 	<p>Children should learn to / Children should:</p> <p><u>HISTORICAL CHRONOLOGY</u> – <i>(a coherent knowledge of understanding of Britain’s past and that of the wider world)</i></p> <ul style="list-style-type: none"> • Can place events, people and changes in local, British and world history on a timeline using appropriate dates and chronological conventions e.g. BC, BCE & AD • Place features of historical events and people from past societies and periods in chronological order. • Can tell a story of events within and across the time periods studied. <p><u>HISTORICAL CONCEPTS</u> – <i>(understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between as well as their own identity and the challenges of time.)</i></p> <ul style="list-style-type: none"> • <i>Understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time.</i> • <i>Discuss trends over time and recognise the relationship between different periods and the legacy or impact for them and their identity,</i> • <p><u>HISTORICAL INTERPRETATION</u> – <i>(To think critically, weigh evidence, sift arguments and develop perspective and judgement.)</i></p> <ul style="list-style-type: none"> • Summarise the main events from a specific period in history explaining the order and the key events that happened. • Summarise how Britain has had a major influence on world history. • Summarise what Britain has learnt from other civilisations and countries through time. • Select relevant historical information considering different viewpoints or thinking and possible bias. • Explain that the past can be represented and interpreted in many ways. <p><u>HISTORICAL ENQUIRY</u> – <i>(To inspire curiosity to know more about the past and ask perceptive questions.)</i></p> <ul style="list-style-type: none"> • <i>Devise my own historically valid questions.</i> • <i>Know how our knowledge of the past is constructed from a range of sources.</i> • <i>Carefully select and organise relevant historical information from a range of historical sources of information.</i> <p><u>HISTORICAL COMMUNICATION</u> – <i>(To create their own structured accounts including written narratives and analyses.)</i></p> <ul style="list-style-type: none"> • Use historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods e.g. century, decade. • Begin to select and organise information to produce structured writing.