

Subject : History

SKILLS THEME	Year 1 skills and/or concept	Year 2 skills and/or concept	Year 3 skills and/or concept	Year 4 skills and/or concept	Year 5 skills and/or concept	Year 6 skills and/or concept
Chronological understanding	<p>Use common words and phrases related to the passing of time (e.g. now, yesterday, last week, when I was younger, a long time ago)</p> <p>Sequence events / photos.</p> <p>Describe memories of key events.</p>	<p>Beyond their living memory:</p> <p>Use a range of vocabulary to talk about the passing of time (e.g. recently, decades, centuries)</p> <p>Sequence events on a scale.</p> <p>Sequence artefacts in chronological order Recognise their own lives are different from those of people in the past.</p>	<p>Realise that the past can be divided into different periods of time.</p> <p>Recognise some of the similarities and differences between different periods in history. (i.e. links to previous eras studied; topics which 'overlap' several historical eras).</p> <p>Place periods studied on a timeline.</p> <p>Sequence several events or artefacts.</p> <p>Use dates and terms related to the period studied (include BC and AD, BCE and CE)</p>	<p>Place events from the period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p>	<p>Know and sequence different key events of time studied.</p> <p>Relate current studies to previous studies and make comparisons to different times in history.</p> <p>Understand terms BC and AD (and that some texts use terms BCE and CE).</p> <p>Understand history as a continuum with overlapping eras and themes.</p>	<p>Place current studies on a timeline in relation to other studies.</p> <p>Use dates precisely and accurately when talking about the past.</p> <p>Place artefacts with increasing accuracy in the correct period based on previous and current learning.</p>

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<p>Knowledge and understanding of past events, people and changes in the past</p>	<p>Use drama to understand why people did things in the past</p> <p>Look at and describe collections of artefacts.</p>	<p>Develop empathy and understanding using drama</p> <p>Use a range of primary and secondary sources to begin to understand features of the period</p> <p>Identify differences between ways of life (then and now).</p>	<p>Find out about everyday lives of people in the times studied and compare with our life today.</p> <p>Identify and understand key features and events within period studied.</p>	<p>Show knowledge and understanding of some of the main events, people and changes studied.</p> <p>Begin to give a few reasons for and consequences of the main events and changes.</p> <p>Explain why key events happened and why people in history acted as they did.</p>	<p>Compare and contrast aspects of the past with aspects of today.</p> <p>Be aware of the social, cultural, religious and ethnic diversity of the society and the people studied.</p> <p>Write an explanation of a past event using evidence to support their explanation.</p>	<p>Use knowledge and understanding to describe characteristic features of past societies and periods.</p> <p>Find out about the beliefs, behaviour and characteristics of people, recognising that everyone does not share the same views and feelings.</p> <p>Write explanations of past events using evidence to support and illustrate their explanation, including causes and effects.</p>
<p>Historical interpretation</p>	<p>Compare pictures of people or events in the past.</p>	<p>Be able to describe similarities/ differences between old and new artefacts</p> <p>Identify the different ways that we can learn about the past- e.g. books, artefacts, timelines, media etc.</p> <p>Explain what they have learned about the past using a variety of methods (e.g. diagrams, diaries, stories.)</p>	<p>To be able to reflect on different representations of the period- e.g. museums, films, Horrible Histories.</p> <p>Ask questions about pictures as an interpretation of the past.</p>	<p>Distinguish between and compare different sources of evidence.</p> <p>Begin to critically evaluate the usefulness of different sources.</p> <p>Use stories to identify the differences between fact and fiction.</p>	<p>Begin to draw conclusions about a period using a range of sources including artefacts and pictures.</p> <p>Compare accounts of events from different sources.</p>	<p>Draw conclusions about a period using a range of sources including censuses and inventories.</p> <p>Critically compare accounts of events from different sources, with reference to reliability and the perspective of the character.</p>

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<p>Historical enquiry and language</p>	<p>Sort artefacts- then/now</p> <p>Using a range of sources: sketch, handle, question, observe.</p>	<p>Describe and sort things that are from the past, comparing them to today's equivalent.</p> <p>Ask and answer questions about the past</p> <p>Observe or handle sources of information to answer questions about the past (who, what, why or where)</p> <p>Develop use of time related vocabulary (old, new, then, now).</p>	<p>Begin to use key words and phrases from the time period (past, ancient, modern)</p> <p>Use a range of sources to find out about a period.</p> <p>Respond to questions about the past.</p> <p>Use key words and phrases from the time period correctly and with more confidence (decade, century, millennium, BC/AD, period).</p>	<p>Use evidence from different sources to build up a picture of a past event.</p> <p>Ask and answer questions about the past.</p>	<p>Devise historically valid questions about change, cause, similarity and difference.</p> <p>Select and withdraw relevant information from sources in response to questions.</p> <p>Organise and present their findings in a thoughtful and succinct way.</p> <p>Understand that language (either written or spoken) has changed over time and be able to distinguish past from present.</p>	<p>Discuss and understand different opinions and attitudes within the period studied, making comparisons to the present day (e.g. slavery in ancient Athens, which would not be acceptable today)</p>
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