

History Curriculum – Key Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Chronological Understanding						
<ul style="list-style-type: none"> Sequence event in their own life. Sequence 3 to 4 artefacts, events, objects and objects in chronological order. Talk about why they have placed an object in that particular order. Can recognise, talk and record in a simple way differences between old and new objects. Can recount information about a significant historical person, sequencing this simple information on a timeline. <p>Recovery curriculum:</p> <ul style="list-style-type: none"> Specific focus on enabling pupils to situate new knowledge in relation to other significant historical events and sufficiently detailed period specific knowledge. 		<ul style="list-style-type: none"> Understand the meaning of BC (Before Christ) and AD (Anno Domini) in relation to a timeline. Place the time studied on a timeline, including significant events and artefacts. Understand dates and terms related to the unit in relation to the passing of time. Date and sequence several events within the unit studied on a timeline. <p>Recovery curriculum:</p> <ul style="list-style-type: none"> Specific focus on regularly locating knowledge within wider timelines to help student gain a sense of the chronological relationship between different historical events 		<ul style="list-style-type: none"> Know and sequence key events in time studied. Accurately organise an increasing number of significant events on a timeline including placing current study in relation to other studies. Create timelines which outline the development of specific features e.g. medicine. Use appropriate dates and terms to describe historical events. Understand how some historical events/periods occurred concurrently in different locations (link to prior knowledge). Draw comparisons between different times in the past. Understand and describe the main changes relating to a period in history. <p>Recovery curriculum:</p> <ul style="list-style-type: none"> Specific focus on regularly locating knowledge within wider timelines to help student gain a sense of the chronological relationship between different historical events 		
People, Events and changes in the Past						
<ul style="list-style-type: none"> Can make comparisons between their own home lives now and that of their grandparents/great grandparents. Recognise the difference between past and present in their own lives and others They know and recount episodes from stories about the past e.g. can recount the life of someone they have studied. They can recognise and describe these people. Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. <p>Recovery curriculum:</p> <ul style="list-style-type: none"> Specific focus on giving pupils the opportunity to access artefacts and records to learn about places and people and sufficiently detailed period specific knowledge. 		<ul style="list-style-type: none"> Identify key features and events of time studied. Find out about the everyday lives of people in time studied and compare them with modern day life. Identify key changes over time and begin to explore reasons for those changes. Explore significant human actions in the past,, the reasons why these may have been taken and the results. Offer a reasonable explanation for some events. Use evidence to reconstruct life in time studied and create structured accounts. Describe connections and contrasts between aspects of history, people, events and artefacts studies and begin to find links and effects as well as how this has influenced life today. <p>Recovery curriculum:</p> <ul style="list-style-type: none"> Specific focus on carefully selected modules that prioritise strong foundations for studying a wider range of periods. 		<ul style="list-style-type: none"> Identify key connections, contrasts and trends over time in relation to the everyday lives of people. Describe key features in the past, including attitudes and beliefs and how it's effects on the everyday life of women, men and children (using terms such as culture, religion, society,, economics and politics) Understand how significant events have impacted the lives of people during the time studied and how this, in turn, has an impact on other historical events. Provide own reasons for why these changes have occurred, supported by evidence and research. <p>Recovery curriculum:</p> <ul style="list-style-type: none"> Specific focus on carefully selected modules that prioritise strong foundations for studying a wider range of periods. 		
Historical Interpretation and Enquiry						
<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about their past- how accurate are their memories? Compare two versions of a past event Compare pictures of photographs of people or events in the past Discuss reliability of photo's/accounts/stories <p>Recovery curriculum:</p> <ul style="list-style-type: none"> Specific focus on giving pupils the opportunity to access artefacts and records to learn about places and people and sufficiently detailed period specific knowledge. 		<ul style="list-style-type: none"> Begin to use the library and internet for research. Use a range of resources to find out about the past. Understand how to select appropriate information about a topic and what is and is not a reliable source. Look at multiple accounts for the same events. Understand and give reasons for why the past may be represented in different ways. Compare different versions of the same story. Use visual representations of a period (artefacts, museums, maps). Understand methods of historical enquiry. Devise your own questions and find out answers about the past. Begin to undertake your own research. <p>Recovery curriculum:</p> <ul style="list-style-type: none"> Specific focus on how historians study the past and construct historical arguments (what makes claims valid or invalid). 		<ul style="list-style-type: none"> Use a wide range of resources to gather historical information such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites Understand the differences between primary and secondary sources. Analyse the usefulness and relevance of different resources and use this to choose appropriate evidence Use evidence to understand and explain differing interpretations of historical events Consider ways of checking accuracy of interpretations of historical events Acknowledge that there may be different perspectives on historical events and this can influence the evidence we have available Understand the concept of propoganda and its impact on our understanding of the past Investigate own lines of enquiry with historically valid questions which may link historical events such as 'what event caused this to happen? Did... cause this event to happen? How do we know? What makes this a reliable source?' <p>Recovery curriculum:</p> <ul style="list-style-type: none"> Specific focus on how historians study the past and construct historical arguments (what makes claims valid or invalid). 		
Communication						
<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> Discussion... Drawing pictures and labelling Drama/role play Making models Writing Using ICT 		<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> Appropriate historical vocabulary that is used correctly and understood (including some dates and historical terms). Use of drama role play presented through different genres (letters, recounts, poems, diaries, posters and guides). Start to present own ideas and research Asking questions linked to prior knowledge Give reasons for ideas 		<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> Historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious Self-directed project/research relevant to the period studied Present, communicate and organise ideas about the past using a range of genres such as writing, drawing, diagrams, data-handling, drama role-play, storytelling and use of ICT 		