

Year 1-2

Year 3-4

Year 5-6

<p>To investigate and interpret the past:</p>	<ul style="list-style-type: none"> <li>• observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented</li> </ul>	<ul style="list-style-type: none"> <li>• use more than one source if evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Suggest cause and consequences of some of the main events and changes in history</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> </ul>	<ul style="list-style-type: none"> <li>• use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices</li> <li>• Use sources of information to form testable hypotheses about the past</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate</li> </ul>
<p>To build an overview of world history:</p>	<ul style="list-style-type: none"> <li>• Describe historical events</li> <li>• Describe significant people from the past</li> <li>• Recognise that there are reasons why people in the past acted as they did</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history</li> <li>• Give a broad overview of life in Britain</li> <li>• Compare some of the times studied with those of another areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• identify continuity and change in the history of the locality of the school</li> <li>• Give a broad overview of life in Britain and some major events from the rest of the world</li> <li>• Compare some of the times studied with those of other areas of interest around the world</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> <li>• Describe the characteristic features of the past including ideas, be-</li> </ul>
<p>To understand chronology</p>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a timeline</li> <li>• Label time lines with words or phrases such as : past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of change over time, representing this along with evidence, on a timeline.</li> <li>• Use dates and terms to describe events</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change .</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>
<p>To communicate historically</p>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children , years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate including : dates, time period, era, change and chronology.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</li> <li>• Use original ways to present information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• use appropriate historical vocabulary to communicate including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>