

History skills	Years 1 & 2	Years 3 & 4	Years 5 & 6
Chronological understanding	<p>To know where people & events fit within chronological framework – specifically to changes in living memory of themselves and their family.</p> <p>To develop an awareness of the past & passing of time.</p>	<p>To place events, people & changes in correct periods of time.</p> <p>To develop a chronologically secure knowledge and understanding.</p>	<p>To place events, people & changes in correct periods of time.</p> <p>To develop a chronologically secure knowledge and understanding.</p>
Vocabulary	<p>To use common words & phrases relating to passing of time.</p> <p>To use wide vocabulary of everyday historical terms.</p>	<p>To use dates and terms for the passing of time such as ancient, modern etc.</p> <p>Develop the appropriate use of historical terms - such as civilisation, empire, invasion etc.</p>	<p>To use dates and terms for the passing of time such as ancient, modern etc.</p> <p>Develop the appropriate use of historical terms - such as civilisation, empire, invasion etc.</p>
Causes and links	<p>To recognise why people did things, why events happened & results – events outside living memory for example the great fire of London and events commemorated through festivals and anniversaries including those of local importance.</p> <p>To use parts of stories & other sources (songs and poems) to show that they know & understand key features.</p>	<p>To identify & describe reasons for & against historical events, situations & changes.</p> <p>To pose valid questions about change, cause, similarity and difference.</p> <p>To describe & make links between different events and situations.</p> <p>To note connections, contrasts and trends over time.</p> <p>To establish clear narratives within and across a period of study.</p>	<p>To identify & describe reasons for & against historical events, situations & changes.</p> <p>To pose valid questions about change, cause, similarity, difference and significance of events.</p> <p>To describe & make links between different events and situations.</p> <p>To note connections, contrasts and trends over time.</p> <p>To establish clear narratives within and across a period of study.</p>
Diversity	<p>Similarities & differences between ways of life at different times – including the lives of significant people that can be compared in different periods (e.g. kings and Queens or famous explorers, inventors or scientists).</p>	<p>To understand differences in people throughout history -social, cultural, religious & ethnic.</p> <p>To gain historical perspective by placing their growing knowledge into different contexts.</p>	<p>To understand differences in people throughout history -social, cultural, religious & ethnic.</p> <p>To gain historical perspective by placing their growing knowledge into different contexts.</p>
Enquiry and interpretation	<p>To use a range of different sources of information.</p> <p>To understand some of the ways we find out about the past – written, pictorial, discovery.</p>	<p>To recognise the past is represented & interpreted in different ways by different people.</p> <p>To understand the methods of historical enquiry and how evidence is used to make historical claims.</p> <p>To discern how & why contrasting arguments & interpretations of the past have been</p>	<p>To recognise the past is represented & interpreted in different ways by different people.</p> <p>To understand the methods of historical enquiry and how evidence is used to make historical claims.</p> <p>To discern how & why contrasting arguments & interpretations of the past have been</p>

		constructed.	constructed.
Questioning	To ask & answer questions about the past.	To select & record information in a variety of ways. To regularly address and sometimes devise historically valid questions	To select & record information in a variety of ways. To regularly address and sometimes devise historically valid questions.
Organise		To recall, select & organise information. To construct informed responses which include the selection and organisation of relevant historical information.	To recall, select & organise information. To construct informed responses which include the selection and organisation of relevant historical information.
Communicate	To select aspects from their knowledge of history & communicate in a variety of ways – pictures, stories, poems etc.	To communicate knowledge & understanding in a variety of ways. To make connections, draw contrasts and analyse trends. To frame historically-valid questions and create their own structured accounts, including written narratives, drama and recounts.	To communicate and present knowledge & understanding in a variety of ways. To make connections, draw contrasts and analyse trends. To frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
Specific features of the past Year group specific	To look at the lives of significant individuals in the past. To study significant historical events, people and places in their own locality.	To study specific periods & societies, including ideas, beliefs, attitudes & experiences. To know and understand significant aspects of history. <i>To study the nature of ancient civilisations:</i> <ul style="list-style-type: none"> ▪ Year 3 – Stone Age to Iron Age Britain ▪ A local history study (fixed time period) ▪ Year 4 – Roman Empire and its impact on Britain/ ▪ To know characteristic features of past non-European society - An earlier ancient civilisation e.g. Egyptians To understand the importance and development of specific empires and civilisations. To be aware of the achievements & follies of mankind.	To study specific periods & societies, including ideas, beliefs, attitudes & experiences. To know and understand significant aspects of history. <i>To study the nature of ancient civilisations:</i> <ul style="list-style-type: none"> ▪ Year 5 –Anglo-Saxons and Vikings ▪ Ancient Greece ▪ Year 6 - British History Study – significant turning points ▪ To know characteristic features of past non-European societies - An ancient non-European society e.g. Mayan To understand the expansion & dissolution of specific empires and civilisations. To be aware of the achievements & follies of mankind and the effects they have had.

