

# HISTORY SKILLS

## Year 1

Year 1		
	National Curriculum Assessment criteria	skills
<b>To investigate and interpret the past.</b>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>	<p>I look at pictures and ask “which things are old/new?”</p> <p>I answer questions about events, using before and after to describe when something happened.</p> <p>I look at objects from the past and ask “what were they used for?”</p> <p>I look at pictures from the past and ask “what were people doing?”</p> <p>I have looked at books to help me find out about the past</p> <p>I have listened to stories about the past</p> <p>I tell stories about the past, sometimes using role play.</p>
<b>To build an overview of world history.</b>	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> </ul>	<p>I understand the difference between things that happened in the past and in the present.</p> <p>I know some things that happened to other people in the past.</p>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>Label time lines with words or phrases such as: past, present, older or newer.</li> <li>Recount changes that have occurred in their own lives.</li> </ul>	<p>I can sort events or objects into groups (then and now).</p> <p>I use timelines to order events or objects.</p> <p>I understand how to put a few events or objects in order of when they happened.</p> <p>I know about things that have happened to me in the past.</p> <p>I can recount changes in my own life over time.</p>
<b>To communicate historically.</b>	<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 concept of nation and the nation’s history.</li> </ul>	<p>I use words and phrases such as: <i>now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were younger.</i></p> <p>I can draw pictures and write about them to tell others about the past.</p> <p>I can write in sentences things I have found out about the past.</p>
<b>Essential Opportunities (CONTENT – NOT to be used to form objectives)</b>	<ul style="list-style-type: none"> <li>Changes within living memory</li> <li>Significant individuals in the past</li> <li>Significant historical events, people and places in their own locality.</li> </ul>	

# HISTORY SKILLS

## Year 2

Year 2		
	National Curriculum Assessment criteria	skills
<b>To investigate and interpret the past.</b>	<ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Identify some of the different ways the past has been represented.</li> </ul>	<p>I have looked at books and pictures.</p> <p>I have listened to stories and eye witness accounts.</p> <p>I have looked at artefacts and visited historical places.</p> <p>I have used information to describe the past to help me respond to questions.</p> <p>I can use information I have found out about the past to describe the differences between then and now.</p>
<b>To build an overview of world history.</b>	<ul style="list-style-type: none"> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<p>I can look at evidence to give and explain reasons why people in the past may have acted like they did.</p>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline.</li> <li>Use dates where appropriate.</li> </ul>	<p>I understand and can use words past and present when telling others about an event.</p> <p>I understand how to put people, events and object sin order of when they happened.</p> <p>I can use words and phrases such as: <i>recently, when my parents were children, decades and centuries.</i></p>
<b>To communicate historically.</b>	<ul style="list-style-type: none"> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<p>I can recount the main events from a significant event in history.</p> <p>I can ask “how long ago did an event happen?” and try to communicate using language such as: <i>a short time ago, a very long time ago.</i></p> <p>I can write about people, objects or events to tell others about the past.</p>
<b>Essential Opportunities (CONTENT – NOT to be used to form objectives)</b>	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally Example: <i>The Great Fire Of London, first aeroplane flight events commemorated through festivals or anniversaries</i></li> <li>Comparing significant individuals in the past Example: <i>Elizabeth I &amp; Queen Victoria, Christopher Columbus &amp; Neil Armstrong, William Caxton &amp; Tim Berners-Lee</i></li> </ul>	

# HISTORY SKILLS

## Year 3

Year 3		
	National Curriculum Assessment criteria	skills
<b>To investigate and interpret the past.</b>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>	<p>I can use documents, the internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries and where possible visits to sites to collect evidence.</p> <p>I can ask “what was it like for a... during ...?”</p> <p>I can suggest sources to help me answer questions.</p>
<b>To build an overview of world history.</b>	<ul style="list-style-type: none"> <li>Describe changes that happened in the locality of the school throughout history.</li> <li>Give a broad overview of life in Britain.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<p>I can use evidence to describe:</p> <ul style="list-style-type: none"> <li>-Settlements of people in the past.</li> <li>-Clothes, way of life and actions of people from the past.</li> <li>-Buildings and their uses of people from the past.</li> <li>-What was important to people of the past.</li> <li>-How the lives of rich and poor people from the past differed.</li> </ul> <p>I can use evidence to find out how any of the above changed during a time period.</p> <p>I can give reasons why changes may have occurred.</p>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Use dates and terms to describe events.</li> </ul>	<p>I can use dates and terms accurately.</p> <p>I can use a timeline to place events I have found out about.</p> <p>I can name the date of any significant event from the past that I have studied and place it in, approximately, the right place on a time line.</p> <p>I can use the words such as <i>century, decade, before Christ, after, before, during</i> to describe the passing of time.</p>
<b>To communicate historically.</b>	<ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> <li>Use appropriate historical vocabulary to communicate,</li> </ul>	<p>I can present my findings using my writing skills and use vocabulary: <i>Dates Time period Era Change Chronology</i>.</p> <p>I can discuss the most appropriate way to present my findings, which I realise is for an audience.</p>
<b>Essential Opportunities (CONTENT – NOT to be used to form objectives)</b>	<ul style="list-style-type: none"> <li>A study of <b>ancient Greek life</b>, their achievements and their influence on the western world.</li> <li>Changes in <b>Britain from stone age to iron age</b></li> <li>The <b>Roman empire</b> and its impact on Britain</li> </ul>	

# HISTORY SKILLS

## Year 4

Year 4		
	National Curriculum Assessment criteria	skills
<b>To investigate and interpret the past.</b>	<ul style="list-style-type: none"> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Describe different accounts of historical events, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<p>I can give reasons why changes may have occurred backed up by evidence.</p> <p>I can describe the main changes in a period of history using words such as <i>social, religious, political, technological and cultural</i></p> <p>I can identify differences in the accounts of different versions of the same event in history.</p> <p>I know that people both now and in the past represent events or ideas in a way that persuades others.</p>
<b>To build an overview of world history.</b>	<ul style="list-style-type: none"> <li>Describe changes that 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 time studied with those of other areas of interest around the world.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p>With support I can choose <i>reliable sources of factual evidence</i> to describe:</p> <p>Settlements of people in the past</p> <p>Clothes, way of life and actions of the people from the past.</p> <p>Buildings and their uses from people of the past</p> <p>What was important to people of the past.</p> <p>How the lives of rich and poor people from the past differed.</p> <p>I can use evidence to find out how any of the above changed during a time period.</p> <p>I can describe similarities and differences between some people, events and objects I have studied.</p> <p>I can describe how some of the things I have studied from the past affect life today.</p>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul>	<p>I can use dates and terms accurately,</p> <p>I can use the words such as century, decade, before Christ, after, before, during to describe the passing of time.</p>
<b>To communicate historically.</b>	<ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> <li>Use appropriate historical vocabulary to communicate.</li> </ul>	<p>I can combine my speaking, writing, maths, ICT, drama, and drawing skills when presenting my findings. , including the vocabulary Dates Time period Era Change Chronology</p>
<b>Essential Opportunities (CONTENT NOT to be used to form objectives)</b>	<ul style="list-style-type: none"> <li>Achievements of the early civilisations including the <b>Shang Dynasty of Ancient China</b></li> <li>Britain's settlements by <b>Anglo-Saxons and Scots</b></li> <li><b>A local study</b></li> </ul>	

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## Year 5

Year 5		
	National Curriculum Assessment criteria	skills
<b>To investigate and interpret the past.</b>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social contexts of evidence studied.</li> </ul> Refine lines of enquiry as appropriate.	I can give reasons why changes may have occurred backed up by evidence I have researched With support I can make links between some of the features of past societies, using words such as social, religious, political, technological and cultural I can ask “what was it like for a... during ...?” I know and understand that it is important to know that some evidence from the past is propaganda, opinion or misinformation and that this effects interpretations of history. I can choose reliable sources to help me answer questions, realising that there is often not a single answer to historical questions.
<b>To build an overview of world history.</b>	<ul style="list-style-type: none"> <li>Identify continuity and changing the history of the locality of the school.</li> <li>Compare some of the time studied with those of the other areas of interest around the world.</li> </ul> Describe the social, ethnic, cultural or religious diversity of the past society.	I can choose <i>reliable sources of factual evidence</i> to describe: Settlements of people in the past Clothes, way of life and actions of the people form the past. Buildings and their uses from people of the past What was important to people of the past. How the lives of rich and poor people form the past differed. I can use evidence to find out how any of the above changed during a time period. I can describe similarities and differences between some people, events and objects I have studied. I can describe how some of the things I have studied from the past affect life today.
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural).</li> </ul> Understand the concepts of continuity and changes over time, representing them, along with evidence of a time line.	I can show on a timeline changes I have identified. I can use dates and terms accurately. I can use key vocabulary of time to convey my understanding of the past.
<b>To communicate historically.</b>	<ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> <li>Use appropriate historical vocabulary to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>I can combine my speaking, writing, maths, ICT, drama, and drawing skills when presenting my findings. , including the vocabulary <i>Dates Time period Era Change Chronology Continuity Century Decade Legacy.</i></li> </ul>
<b>Essential Opportunities (CONTENT – NOT to be used to form objectives)</b>	<ul style="list-style-type: none"> <li>A <b>non European</b> society that provides contrast with British history – <b>Mayans</b></li> <li>The <b>Viking and anglo saxon</b> struggle for the kingdom of England to the time of Edward the confessor</li> <li>A <b>local study</b></li> </ul>	

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## Year 6

Year 6		
	National Curriculum Assessment criteria	skills
<b>To investigate and interpret the past.</b>	<ul style="list-style-type: none"> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</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>I can evaluate evidence, which helps me to choose the most reliable forms. With support I can make links between some of the features of past societies, using words such as social, religious, political, technological and cultural</p> <p>I can ask “what was it like for a... during ...?”</p> <p>I know and understand that it is important to know that some evidence from the past is propaganda, opinion or misinformation and that this effects interpretations of history.</p> <p>I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>I know that people both now and in the past, including myself, have a point of view and that this can affect interpretation of the past.</p>
<b>To build an overview of world history.</b>	<ul style="list-style-type: none"> <li>Give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>	<p>I can choose <i>reliable sources of factual evidence</i> to describe:</p> <p>Settlements of people in the past Clothes, way of life and actions of the people form the past. Buildings and their uses from people of the past What was important to people of the past. How the lives of rich and poor people form the past differed.</p> <p>I can use evidence to find out how any of the above changed during a time period.</p> <p>I can describe similarities and differences between some people, events and objects I have studied backed up by evidence I have found.</p> <p>I can describe how some of the things I have studied from the past affect life today backed up by evidence I have found.</p>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Use dates and terms accurately in describing events.</li> </ul>	<p>I can show on a timeline changes I have identified.</p> <p>I can use dates and terms accurately.</p> <p>I can use key vocabulary of time to convey my understanding of the past.</p>
<b>To communicate historically.</b>	<ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> <li>Use appropriate historical vocabulary to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>I can combine my speaking, writing, maths, ICT, drama, and drawing skills when presenting my findings. , including the vocabulary <i>Dates Time period Era Change Chronology Continuity Century Decade Legacy.</i></li> </ul>
<b>Essential Opportunities (CONTENT – NOT to be used to form objectives)</b>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in british history that extends pupils’ <b>chronological knowledge beyond 1066</b></li> <li>(to include <b>a local history study</b>)</li> </ul>	

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