

Key Skills

Understanding of chronology.
British, local and world history.
Subject-specific vocabulary

Pensans Primary School

History Skills should be taught when linked to projects where ever possible to ensure real world application.



HISTORY

	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological events	Talk about things that happened today, yesterday tomorrow.	Talk about past events in their lives.	Put things in order Significant to themselves	Put things in order within the topic	Order events over a larger timescale	Beginning to think about the impact of historical events/people	Shows some understanding and talks with some clarity about the impact of historical events	Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i>
Use of sources			People, photographs personal opinions and facts	Offers opinions and facts with some reasoning about an historical event	Distinguishing between fact and opinions and given reasons	Understanding the difference between primary and secondary sources	Use a variety of reliable sources to gain a deeper understanding of subject Compare historical sources and suggest the validity of these	Understand the methods of historical enquiry, including how it is used to make historical claims
Historical Enquiry			Children begin to ask Who? Where? When? questions	Children begin to ask why events happened	Children pose own questions to gain an understanding of the topic	Generate purposeful questions	Begin to use questions to understand significant events	Identify significant events, make connections, draw contrast and analyse trends

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Analyse and evaluate the impact of significant people/events in history			To talk simply about why something happened <i>Changes within living memory (21st century)</i>	Explore a particular event and how it affected people at the time <i>Events beyond living memory that are significant nationally or globally (past centuries)</i>	Question why something happened and how it impacted on people	Question why something happened and how it impacted people long term	A detailed study of a particular famous person and their historical legacy	A detailed study of a particular famous person and their historical legacy from at least two different points of view
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Historical timeline:

KS1:
Changes within living memory (21st century)
Events beyond living memory that are significant nationally or globally (past centuries)
 The lives of significant individuals in the past who have contributed to national and international achievements.
 Compare aspects of life in different periods.
 Significant historical events, people and places in their own locality.

KS2:
 Changes in Britain from the stone age to the iron age.
 Roman empire and its impact on Britain
 Britain's settlement by Anglo Saxons and Scots
 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
 Local history study
 Study an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.
 The achievement of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt, the Shang Dynasty of Ancient China
 Ancient Greece - a study of Greek life and achievements and their influence on the western world.
 A non European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c AD900: Mayan civilization c AD900: Benin (West Africa) c AD900-1300.

Blue text signifies statutory requirement.