

# History Skills

## Year 1

**The national curriculum for history aims to ensure that all pupils:**

Understand historical concepts and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. To understand the methods of historical enquiry, including how evidence is used rigorously. To gain historical perspective by placing their growing knowledge into different contexts.

The national curriculum for languages aims to ensure that all pupils:	Specific Skills
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Sequence events in their life</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Match objects to people of different ages.</li> </ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and others' lives</li> <li>• Know and recount episodes from stories about the past using simple phrases about the passing of time</li> </ul>
<b>Historical interpretations</b>	<ul style="list-style-type: none"> <li>• Begin to identify different ways to represent the past e.g. photos, stories or adults talking about the past.</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>• . Find answers to simple questions about the past from sources of information e.g. artefacts</li> </ul>

## Year 2

National Curriculum Strand	Specific Skills
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Sequence photographs etc. from different periods</li> <li>• Describe memories of key events. Use historical vocabulary to describe key events and their significance.</li> </ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result.</li> <li>• Identify differences between ways of life at different times</li> </ul>
<b>Historical Interpretations</b>	<ul style="list-style-type: none"> <li>• Compare pictures or photographs of people or events in the past.</li> <li>• Be able to identify different ways to represent the past (fact and fiction) e.g. Samuel Pepys' Diary or a story.</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>

# History Skills

## Year 3

National Curriculum Strand	Specific Skills
<b>Chronological understanding</b>	<ul style="list-style-type: none"><li>• Place the time studied on a time line</li><li>• Use dates and terms related to the study unit and passing of time.</li><li>• Sequence artefacts and events closer together in time.</li></ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"><li>• Find out about everyday lives of people in time studied and compare with our life today</li><li>• Identify reasons for and results of people's actions</li><li>• Understand why historical figures may have wanted to do something</li></ul>
<b>Historical Interpretations</b>	<ul style="list-style-type: none"><li>• Identify and give reasons for different ways in which the past is represented.</li><li>• Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc.</li></ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"><li>• Use a range of sources to find out about a period</li><li>• Select and record information relevant to the study</li><li>• With support use the library and internet for research</li><li>• Address questions about the past and begin to suggest some questions of their own.</li></ul>

## Year 4

National Curriculum Strand	Specific Skills
<b>Chronological understanding</b>	<ul style="list-style-type: none"><li>• Place events from period studied on time line.</li><li>• Use terms related to the period and begin to date event</li></ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"><li>• Use evidence to reconstruct life in time studied</li><li>• Identify key features and events of time studied</li><li>• Look for links and effects in time studied to understand the significance.</li><li>• Offer a reasonable explanation for some events</li></ul>
<b>Historical Interpretations</b>	<ul style="list-style-type: none"><li>• Evaluate the usefulness of different resources.</li><li>• Understand that sources can contradict each other.</li></ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"><li>• Use evidence to build up a picture of a past event</li><li>• Choose relevant material to present a picture of one aspect of life in time past</li><li>• Ask a growing range of questions about past events.</li><li>• Use the library and internet for research</li></ul>

# History Skills

## Year 5

National Curriculum Strand	Specific Skills
<b>Chronological understanding</b>	<ul style="list-style-type: none"><li>• Place current study on time line in relation to other studies</li><li>• Use relevant terms and period labels</li><li>• Make comparisons between different times in the past</li></ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"><li>• Study different aspects of different people - differences and similarities between men and women</li><li>• Examine causes and results of great events and the impact on people</li><li>• Compare events/ important figures with another time period studied.</li><li>• Compare an aspect of life with the same aspect in another period</li></ul>
<b>Historical Interpretations</b>	<ul style="list-style-type: none"><li>• Compare accounts of events from different sources e.g. fact or fiction.</li><li>• Offer some reasons for different versions of events.</li></ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"><li>• Begin to identify primary and secondary sources</li><li>• Use evidence to build up a picture of a past event</li><li>• Select relevant sections of information</li><li>• Use the library and internet for research with increasing confidence</li><li>• Begin to find relevant evidence to answer questions they have generated.</li></ul>

# History Skills

## Year 6

National Curriculum Strand	Specific Skills
<b>Chronological understanding</b>	<ul style="list-style-type: none"><li>• Know and sequence key events of time studied</li><li>• Use relevant dates and terms.</li><li>• Sequence up to 10 events on a time line</li></ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"><li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li><li>• Compare beliefs and behaviour with another time studied</li><li>• Write explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li><li>• Know key dates, characters and events of time studied</li><li>• Compare important figures and events to another time period studied.</li></ul>
<b>Historical Interpretations</b>	<ul style="list-style-type: none"><li>• Evaluate source and work out how conclusions were arrived at.</li><li>• Evaluate different interpretations e.g. fact, fiction and opinion.</li><li>• Be aware that different evidence will lead to different conclusions</li></ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"><li>• Recognise primary and secondary sources</li><li>• Devise valid questions to unpick events in the past, finding and evaluate evidence to support answering these.</li><li>• Use a range of sources to find out about an aspect of time from the past</li><li>• Suggest omissions and the means of finding out</li><li>• Bring knowledge gathered from several sources together in a fluent account - giving reasons</li></ul>