

# History

## Hollywell Primary School



SKILLS	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be taught through the projects of:	Me & My Community Traditions Let's Explore	Childhood School Days	Magnificent Monarchs Movers & Shakers	Through the Ages Emperors & Empires	Ancient Civilisations Achievers & Inventors	Invasion Ground-breaking Greeks	How has War Shaped Our Future? We Are All Equal
<b>CHRONOLOGY</b> (Changes within Living Memory, Significant Events within Living Memory and Significant Events beyond Living Memory)	<p>Talk about past and present events in their own lives and those who are important to them.</p> <p>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Put familiar events in chronological order, using pictures and discussion.</p>	<p>Describe an aspect of everyday life within or beyond living memory.</p> <p>Describe changes within or beyond living memory.</p> <p>Order information on a timeline.</p> <p>Use terms such as old, new, long ago.</p>	<p>Describe the everyday lives of people in a period within or beyond memory.</p> <p>Describe how an aspect of life has changed over time.</p> <p>Sequence significant information in chronological order.</p> <p>Use terms such as before, after, past, present, then and now</p>	<p>Describe the everyday lives of people from past historical periods.</p> <p>Summarise how an aspect of British or World history has changed over time.</p> <p>Sequence dates and information from several historical periods on a timeline.</p> <p>use dates related to the passing of time.</p> <p>Use terms such as decade, ancient, century, BC, AD,</p>	<p>Create an in-depth study of an aspect of British history beyond 1066.</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p> <p>Sequence significant dates about events within a historical period on historical timelines.</p> <p>Use terms related to the period and begin to date events.</p>	<p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Frame historically valid questions about continuity and change and construct informed responses.</p> <p>Sequence and make connections between periods of world history on a timeline.</p> <p>Use relevant terms and labels for periods.</p> <p>Use mathematical skills to round up time differences into centuries and decades.</p>	<p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Describe the causes and consequences of a significant event in history.</p> <p>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p>Use relevant dates and terms.</p>

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<b>HISTORICAL ENQUIRY</b> (Sources of Historical Evidence)	Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.	Use a range of historical artefacts to find out about the past.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	Make deductions and draw conclusions about the reliability of a historical source or artefact.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.	Use a range of historical sources or artefacts to build a picture of a historical event or person.	Ask perceptive questions to evaluate an artefact or historical source.
<b>INTERPRETATIONS OF HISTORY</b> (Sources of Historical Evidence)	Use historical sources to describe some similarities and differences between things in the past and the present.	Express an opinion about a historical source.  Use historical sources to identify similarities and differences between ways of life within or beyond living memory.	Use historical sources to begin to identify viewpoint. Use historical sources to describe what it was like to live in a different period.	Identify and discuss viewpoints in a range of historical materials and primary and secondary sources.  Use historical sources to explain the similarities and differences between two periods.	Identify bias in primary and secondary sources.  Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.  Use historical sources to compare and contrast two civilisations.	Use historical sources to compare and contrast an aspect of history across two or more periods.	Identify different types of bias in historical sources and explain the impact of that bias.  Use historical sources to Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.

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<b>RANGE &amp; DEPTH OF HISTORICAL KNOWLEDGE</b> (Local History, British History, World History & Historically Significant People)	<p>Share stories and talk about significant people who lived in the past.</p> <p>Listen to stories and discuss significant events from the past.</p> <p>Explore and talk about important events in the school or locality's history.</p>	<p>Understand the term significant and explain why a significant individual is important.</p> <p>Describe important events in the school's history.</p> <p>Describe a significant historical event in British history.</p> <p>Identify some key features of a significant historical event beyond living memory.</p>	<p>Use historical methods to make judgements about significance and describe the impact of a significant historical individual.</p> <p>Describe, in simple terms, the importance of local events, people and places.</p> <p>Describe and explain the importance of a significant individual's achievements on British history.</p> <p>Explain why an event from the past is significant.</p>	<p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <p>Analyse a range of historical information to explain how a national or international event has impacted the locality.</p> <p>Describe how a significant event or person in British history changed or influenced how people live today.</p> <p>Explain the cause and effect of a significant historical event.</p>	<p>Construct a profile of a significant leader using a range of resources.</p> <p>Explain in detail, the multiple causes and effects of significant events.</p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p>Describe a series of events, linked by a common theme, that show changes over time in Britain.</p>	<p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Investigate an aspect of history or a historical site that is significant locally.</p> <p>Explain why an aspect of world history is significant.</p>	<p>Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p> <p>Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>Present a detailed historical narrative about a significant global event.</p>

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ORGANISATION & COMMUNICATION	Share stories and talk about events in the past.  Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.	Create stories, pictures, independent writing and role play about historical events, people and periods.  Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago, and a long time ago).	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.  Use the historical terms year, decade and century.	Make choices about the best ways to present historical accounts and information.  Use historical terms to describe different periods of time. Ask well composed historical questions about aspects of everyday life in ancient periods.	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.  Use more complex historical terms to explain and present historical information.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.  Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.  Use abstract terms to express historical ideas and information.