

## SKILLS DEVELOPMENT IN HISTORY

**LO: TO INVESTIGATE AND INTERPRET THE PAST, TO BUILD AN OVERVIEW OF WORLD HISTORY, TO UNDERSTAND CHRONOLOGY, TO COMMUNICATE HISTORICALLY**

### Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- ♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- ♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- ♣ significant historical events, people and places in their own locality

### Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- ♣ changes in Britain from the Stone Age to the Iron Age
- ♣ the 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
- ♣ a local history study
- ♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- ♣ the achievements 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. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

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Investigate and interpret the past	Ask questions such as: What was it like for people? What happened? How long ago?	Identify some of the different ways the past has been represented.	Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Suggest suitable sources of evidence for historical enquiries.	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices.	Use sources of information to form testable hypotheses about the past.
	Use artefacts, pictures, stories, online sources and databases to find out about the past.	Describe significant people from the past.	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Suggest causes and consequences of some of the main events and changes in history.	Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past.	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
Build an overview of world history	Describe historical events relating to the local area / school.	Recognise that there are reasons why people in the past acted as they did.	Describe changes that have happened in the locality of the school throughout history.	Give a broad overview of life in Britain from ancient until medieval times.	Identify continuity and change in the history of the locality of the school.	Refine lines of enquiry as appropriate.
Understand chronology	Place events and artefacts in order on a time line.	Use dates where appropriate.	Compare some of the times studied with those of other areas of interest around the world.	Describe the social, ethnic, cultural or religious diversity of past society.	Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times	Describe the social, ethnic, cultural or religious diversity of past society.
	Label time lines with words or phrases such as: past, present, older and newer.	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe passing time.	Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Compare some of the times studied with those of the other areas of interest around the world.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Communicate historically	Describe and discuss changes in living history.	Show an understanding of the concept of nation and a nation's history.	Understand the concept of change over time, representing this, along with evidence, on a time line.		Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	Identify periods of rapid change in history and contrast them with times of relatively little change.

		Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"><li>• dates</li><li>• time period</li><li>• era</li><li>• change</li><li>• chronology.</li></ul>		<ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none"><li>• dates</li><li>• time period</li><li>• era</li><li>• chronology</li><li>• continuity</li><li>• change</li><li>• century</li><li>• decade</li><li>• legacy.</li></ul></li></ul>	Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
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