



History

Chronology of Historical Knowledge:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3.1 A significant figure.	3.2 Changes in living memory	3.3 Ancient Greece  3.4 Stone Age linked to Art & Design	3.5 Romans Saxons  3.6 Vikings linked to PSHE	3.7 Egypt  3.8 Local Study linked to Geography	3.9 Britain: World War II and Beyond  3.10 Early Islamic Civilisation linked to Art & Design

Objectives:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	1.1 Sort artefacts into ‘then’ and ‘now’  1.2 Ask and answer questions related to different sources and artefacts.	1.1 Observe and handle a range of sources of information to find out about the past.  1.2 Ask and answer questions about the past to find out answers.	1.1 Use sources of information, including ICT, to find out about events, people and changes.  1.2 Describe sources and suggest why one source might be more useful than another.  1.3 Select and record	1.1 Use and describe sources of information, including ICT, to find out about events, people and changes.  1.2 Describe and interpret sources giving opinions about their usefulness. ( <i>This one tells us the most because...this one doesn’t tell us everything we need to know because...</i> )	1.1 Begin to identify primary and secondary sources.  1.2 Describe, analyse and evaluate sources.  1.3 Select and combine relevant information from different sources to respond to questions about the past.  1.4 Use the evidence	1.1 Recognise primary and secondary sources.  1.2 Describe, analyse and evaluate sources, suggesting why some might be biased.  1.3 Select and combine relevant information from different sources to respond to questions about the past and



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			<p>information relevant to the study, using e-learning for research.</p> <p>1.4 Ask questions about the past and use different sources to answer them.</p>	<p>1.3 Select and record information relevant to the study, using e-learning for research.</p> <p>1.4 Ask questions about the past and choose relevant sources to answer them.</p>	<p>collected to build up a picture of life in the time studied.</p> <p>1.5 Describe, analyse and evaluate events in the past for causes, significance and similarities / differences to now or other areas of study</p>	<p>pose own questions.</p> <p>1.4 Use the evidence collected to build up a picture of life in the time studied (noting any omissions)</p> <p>1.5 Describe, analyse and evaluate events in the past for causes, significance and similarities / differences to now or other areas of study</p>
Chronology Skills	<p>2.1 Sequence events and artefacts into a chronological order.</p> <p>2.2 Use common words and phrases related to the passing of time, for example before, after,</p>	<p>2.1 Sequence events, photographs and artefacts into chronological order, within time boundaries and different periods of time.</p> <p>2.2 Use common</p>	<p>2.1 Sequence several events or artefacts into periods of time.</p> <p>2.2 Use dates and vocabulary related to the passing of time to place</p>	<p>2.1 Place events, people and changes into correct periods of time on a timeline.</p> <p>2.2 Use terms related to the period and begin to date events.</p>	<p>2.1 Place current study on a timeline in relation to other studies, to sequence up to 10 events.</p> <p>2.2 Use dates and vocabulary related to the passing of time,</p>	<p>2.1 Place current study on a timeline in relation to other studies, to sequence up to 10 events.</p> <p>2.2 Use dates and vocabulary related to the passing of time,</p>



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	past, present, then, now.	words and phrases related to the passing of time, for example before, after, past, present, then, now.	the time studied onto a timeline.		such as modern, ancient, BC, century, decade.  2.3 Make comparisons between different times.	such as modern, ancient, BC, century, decade.  2.3 Make comparisons between different times.
Interpreting and Communicating History	<p>4.1 Identify different ways in which the past is represented. (Stories, photos, pictures, information books.)</p> <p>4.2 Compare photographs of people or events in the past, to identify differences in the ways of life.</p>	<p>4.1 Identify different ways in which the past is represented. (Stories, photos, pictures, information books.)</p> <p>4.2 Compare photographs of people or events in the past, to identify differences in the ways of life.</p>	<p>4.1 Describe similarities and differences between periods of time.</p> <p>4.2 Describe what motivated people in the past to make change happen (eg: <i>To find new settlements, to invade a new land etc</i>)</p> <p>4.3 Describe the reasons for and results of significant events and changes.</p>	<p>4.1 Describe the results of an historical change event, saying what happened as a result of it.</p> <p>4.2 Describe what motivated people in the past to make change happen (eg: <i>To invade a land, to invent something, to build a city</i>)</p> <p>4.4 Describe and different ways in which the past is represented and interpreted.</p>	<p>4.1 Identify and describe reasons for and results of historical events, situations and changes within and across different periods.</p> <p>4.2 Describe and explain the results of an historical change or event.</p> <p>4.4 Describe and analyse different ways in which the past is represented and interpreted.</p>	<p>4.1 Describe and analyse past societies and periods, and make links between them.</p> <p>4.2 Describe and Explain the causes of an historical event, showing understanding of where more than one cause might have contributed to it.</p> <p>4.3 Explain the consequences of an historical change of event</p>



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						<p>with some judgement about the impact</p> <p>4.4 Evaluate different ways in which the past is represented and interpreted.</p>
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