

Coverage of History Skills

When teaching History, we need to ensure that we are not just teaching facts about a particular period, but that we are teaching the skills (disciplines) to be able to develop pupils as historians. These skills are listed as: chronological understanding; range and depth of historical knowledge; interpretations of history and historical enquiry.

Skills are outlined for each topic; these will be revisited and built upon as the children progress through school. Children need to refer to previous study and make comparisons between periods when relevant.

Whales				
	<u>All About Me</u>	<u>Dinosaurs</u>	<u>Ship Ahoy! (Pirates!)</u>	<u>Where Can We Fly To? (Amelia Earhart)</u>
<u>Chronological understanding</u>	Sequence events in their life.	I know that Dinosaurs lived a long, long time ago	Match objects to people of different ages.	Sequence 3 or 4 artefacts from distinctly different periods of time.
<u>Range and depth of historical knowledge</u>	Recognise the difference between past and present.	Recognise the difference between past and present.	They know and recount episodes from stories about the past.	They know and recount episodes from stories about the past.
<u>Interpretations of history</u>	Compare adults talking about the past – how reliable are their memories?	Use stories to encourage children to distinguish between fact and fiction.	Use stories to encourage children to distinguish between fact and fiction.	Use stories to encourage children to distinguish between fact and fiction.
<u>Historical enquiry</u>	Find answers to simple questions about the past from sources of information (artefacts etc.)	Find answers to simple questions about the past from sources of information (artefacts etc.)	Find answers to simple questions about the past from sources of information (artefacts etc.)	Find answers to simple questions about the past from sources of information (artefacts etc.)
<u>Organisation and communication</u>	Communicate their knowledge through: Discussion, Drawing pictures, Drama/role play, Making models, Writing, Using ICT			
<u>Sticky Facts</u>	I know when my birthday is. I can explain how I have changed since I was born. I understand that the present is now and the past has already happened. I can spot old and new things in a picture. I can give examples of things that were different when my grandparents were children.	I know that dinosaurs are now extinct. I know what a fossil is and that they can tell us about dinosaurs. I can name three dinosaurs: eg triceratops, stegosaurus, t rex, I can explain why the dinosaurs died out.	I can describe what pirates did. I can talk about a famous pirate. I can explain why people travelled on ships in pirate times I can explain why people were scared of pirates. I can name the five oceans that pirates sailed on.	I can explain why we had different methods of transport through time. I know that Amelia Earhart was the first person to fly solo. across the Atlantic Ocean. I can explain why Amelia Earhart was very important to air travel. I can put some types of aircraft in chronological order. I can explain why we travel a lot by plane now, rather than in the past.

Turtles		
	<u>We Plough the Fields and Scatter</u>	<u>Grace Darling</u>
Chronological understanding	Match objects to people of different ages. <i>Sequence artefacts closer together in time – check with reference book. (Y2)</i>	Sequence 3 or 4 artefacts from distinctly different periods of time. <i>Sequence photographs etc. from different periods. (Y2)</i>
Range and depth of historical knowledge	Recognise the difference between past and present in their own and others lives. <i>Identify differences between ways of life at different times. (Y2)</i>	They know and recount episodes from stories about the past. <i>Recognise why people did things, why events happened and what happened as a result. (Y2)</i>
Interpretations of history	Use stories to encourage children to distinguish between fact and fiction. <i>Compare pictures of photos of people or events in the past. (Y2)</i>	Compare adults talking about the past – how reliable are their memories? <i>Compare 2 versions of a past event. (Y2)</i>
Historical enquiry	Find answers to simple questions about the past from sources of information, e.g. artefacts. <i>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. (Y2)</i>	Find answers to simple questions about the past from sources of information, e.g. artefacts. <i>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. (Y2)</i>
Organisation and communication	Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT	
Sticky Facts	1) Children played a part in helping to make sure there was enough food to eat in wartime. 2) Children were allowed to take time off school in wartime and did different kinds of work. 3) During World War 2 it did not matter if you were rich. You could only buy the same amount of food as a poor person. 4) In Britain during WW2 and for a period after food had to be shared out fairly so every person had a ration book. This book said how much food you could buy. 5) In the past people farmed with hand tools or the use of animals now they use machines.	1. In the past lighthouses had to have a person to keep them working. 2) Lighthouses are not as important for safety as they were in the past due to modern technology. 3) Grace Darling was brought up living in lighthouses. 4) Grace darling saved 9 people from a sinking boat. 5) Modern boats and equipment mean the RNLI are better equipped to save people than they were in the past.

Seals			
	<u>A journey to where? / The Frozen Planet Shackleton</u>	<u>Fire Fire The Great Fire of London</u>	<u>We are Great Britain</u>
Chronological understanding	Sequence artefacts closer together in time – check with reference book.	Describe memories of key events in lives.	Sequence artefacts closer together in time – check with reference book.
Range and depth of historical knowledge	Recognise why people did things, why events happened and what happened as a result.	Identify differences between ways of life at different times.	Identify differences between ways of life at different times.
Interpretations of history	Compare pictures or photos of people or events in the past.	Discuss reliability of photos/accounts/stories.	Discuss reliability of photos/accounts/stories.
Historical enquiry	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. To share my opinion about photos and artefacts from the past.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. To share my opinion about photos and artefacts from the past.
Organisation and communication	Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT		
Sticky facts	To share facts about Ernest Shackleton. *To understand the order of events of Shackleton's journey. *To be able to compare and discuss Polar Explorers.	*To recall facts in chronological order. *To recall when and where the fire started. *To understand what London was like hundreds of years ago. *To recall facts about key events in The Great fire of London. *To name key people in The Great fire of London.	*To understand what Great Britain was like 100 years ago. *To notice any similarities and differences. *Using artefacts and photographs, share my opinion. *To share and discuss what Great Britain is like now.

Year 3

	<u>The History of Chocolate</u>	<u>A Long, Long Time Ago (Stone Age)</u>	<u>What the Romans Did for Us</u>
Chronological understanding	Sequence several events or artefacts	Place the time studied on a time line	Use dates and terms related to the unit and passing of time
Range and depth of historical knowledge	Compare our life today. Understand why some people may have wanted to do something.	Find out about everyday lives of people in the time studied	Identify reasons for and results of people's actions
Interpretations of history	Identify and give reasons for different ways in which the past is represented.	Identify and give reasons for different ways in which the past is represented Look at representations of the period – museum, cartoons etc.	Distinguish between different sources – compare different versions of the same story.
Historical enquiry	Select and record information relevant to the study. Begin to use the library and internet for research.	Use a range of sources to find out about a period. Begin to use the library and internet for research.	Observe small details – artefacts, pictures. Begin to use the library and internet for research.
Organisation and communication	Recall, select and organise historical information Communicate their knowledge and understanding		
Sticky Facts	<ul style="list-style-type: none"> • To know how chocolate was first made. • To know the history and origins of chocolate from 1000BC to date • To know what Maya/ Aztecs did with cocoa beans. • To know about Columbus and Cortez. · To have knowledge of the general timeline and journey of chocolate to date. (How it has developed over the years. 	<ul style="list-style-type: none"> • How stone-age people hunted for food and what they ate. • understand the difference between the stone, bronze and iron ages. • know what we learn from stone age paintings. • describe what a typical day would have been like for a stone age man, woman or child. • To explain how historic artefacts can be used to help build up a picture of life in the past. 	<ul style="list-style-type: none"> • name at least three things that the Romans did for our country. • explain why Romans needed to build forts in this country. • understand that Rome was an very important place and many decisions were made there. • know about the lives of at least two Romans. <ul style="list-style-type: none"> • know the job of a Romans soldier.

Year 4		
	<u>Tomb Raiders!</u> <u>(Ancient Egyptians)</u>	<u>Settlers or Invaders?</u> <u>(Anglo-Saxons)</u>
Chronological understanding	Place events from period studied on time line Use terms related to the period and begin to date events. Understand more complex terms, eg BC/AD.	Place events from period studied on time line. Use terms related to the period and begin to date events.
Range and depth of historical knowledge	Use evidence to reconstruct life in the time studied. Offer a reasonable explanation for some events.	Identify key features and events of time studied. Look for links and effects in time studied.
Interpretations of history	Look at the evidence available. Begin to evaluate the usefulness of different sources.	Use text books and historical knowledge.
Historical enquiry	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of like in time past. Ask a variety of questions. Use the library and internet for research.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of like in time past. Use the library and internet for research.
Organisation and communication	Recall, select and organise historical information Communicate their knowledge and understanding	
Sticky Facts	<ul style="list-style-type: none"> · Learn about ancient Egyptian life by looking at the landscape and the River Nile. · Learn about a variety of ancient Egyptian artefacts and the discovery of the Rosetta stone. <ul style="list-style-type: none"> · Learn about the daily lives of ancient Egyptian children and adults. · Learn about ancient Egyptian beliefs, including some of the major gods and goddesses, the mummification process and the importance of the after-life. · Learn about the Valley of the Kings and the discovery of the tomb of Tutankhamun 	<p>Learn about life in Anglo Saxon settlements and understand how Britain has been influenced by the wider world.</p> <ul style="list-style-type: none"> · Learn about Anglo Saxon invasions; the routes, kingdoms, ancient roads, warriors and the historical sources that we use. · Learn about pagan beliefs during Anglo-Saxon times and the rise of Christianity. · Learn about the cultural significance of storytelling, poetry, music, jewellery and feasting. · Learn about important Anglo-Saxon Kings: King Ethelbert, King Offa and King Alfred. Learn about the class system and law and order.

Year 5		
	<u>Vikings</u>	<u>I Do Like to be Beside the Seaside (Victorians)</u>
Chronological understanding	Know and sequence key events of the time studied. Compare with Anglo Saxons and Romans	Know and sequence key events of the time studied.
Range and depth of historical knowledge	Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period.	Study the different aspects of different people – differences between men and women. Compare life in early and late ‘times’ studied. Compare an aspect of life with the same aspect in another period.
Interpretations of history	Compare accounts of events from different sources – fact or fiction. Look at where we get the interpretation of Vikings wearing horned helmets.	Offer some reasons for different versions of events.
Historical enquiry	Begin to identify primary and secondary sources. Select relevant sections of information. Use the library and internet for research with increasing confidence.	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Use the library and internet for research with increasing confidence.
Organisation and communication	Recall, select and organise historical information Communicate their knowledge and understanding	
Sticky Facts	<ul style="list-style-type: none"> • I know that Vikings came from Scandinavia and I can show this on a map • I know that they invaded Britain and when. • I know some of the distinctive aspects of Viking culture eg Viking longboats, longhouses, gods, weapons • I know that the Vikings and Anglo Saxons were often in conflict • I can name at least one famous Viking 	<ul style="list-style-type: none"> • I can explain some of the key changes that have taken place in my locality over the last few hundred years. • I can explain how life was different for children who lived in my locality in Victorian times compared to today. • I can explain at least one significant event that occurred in my locality in the past. • I know how events in my locality compare with the Big picture of events in Britain during Victorian times.

Year 6		
	Magnificent Mayas	A Century of Change
Chronological understanding	Place study period on a timeline in relation to other studies.	Place study period on a timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line.
Range and depth of historical knowledge	Study some of the following aspects of Mayan civilisation and compare each to Britain around the time of the Roman conquest: Reading / Writing Number system clothing food ranking in society housing religion	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.
Interpretations of history	Look at the different interpretations about the decline of the Mayan civilisation and compare the decline of the Roman empire..	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.
Historical enquiry	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.
Organisation and communication	Select and organise information to produce structured work, making appropriate use of dates and terms.	Select and organise information to produce structured work, making appropriate use of dates and terms.
Sticky Facts	To know where in the world the Ancient Mayan people lived. · To know some of the main Maya gods and what they represented. · To know that corn and chocolate were important foods and be able to identify some reasons for this. · To know different features of Maya cities and be able to appreciate what it would have been like to live there. · To know some basic Maya numbers, explaining what syllabograms and logograms are.	· To know that music has changed and been influenced by social events over the last 100 years. · To know some causes of WW2. · To know when WW2 began and ended. · To know the names of key historical figures over the last 100 years (particularly linked to WW2). · To know some of the effects the war had on people living in Britain.

