



**Skills Map for Enquiry**

**History**

*'We understand the events of the past and their consequences for the future to live life in all its fullness'*

Early Years	Year 1	Year 2
<ul style="list-style-type: none"> <li>To be able to talk about past and present events in their own lives and in the lives of their family.</li> <li>To be able to order and sequence familiar events using visual prompts.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to place pictures, artefacts or events in chronological order.</li> <li>To be able to use words and phrases such as old, new, a long time ago, before and after to describe the past.</li> <li>To be able to use stories as a source for asking and answering questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>To identify some ways that people from the past have impacted upon our lives.</li> <li>To explain how the local area was different in the past.</li> <li>To recognise that certain celebrations are as a direct result of an event that occurred in the past.</li> <li>To be able to use the appropriate words and phrases to describe historical events.</li> </ul>

**Greater Depth**

<ul style="list-style-type: none"> <li>To recognise differences between past and present events in their own lives and give reasons why people's lives were different in the past.</li> <li>To ask questions about past events or the lives of people in their family.</li> </ul>	<ul style="list-style-type: none"> <li>To ask relevant questions using a range of historical sources provided.</li> <li>To state appropriate reasons why an event occurred in the past and its impact on their lives.</li> </ul>	<ul style="list-style-type: none"> <li>To explain and summarise significant events of people and the past.</li> <li>To present a viewpoint and give reasons why an event occurred.</li> </ul>
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Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>To be able to pose and respond to questions about a person or event from the past using different sources.</li> <li>To begin to use more than one source of information to bring together a conclusion about an historical event.</li> <li>To describe events and periods from history using appropriate subject vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>To research what it was like for a person in a given period from the past using primary and secondary sources and communicate them both orally and in written form.</li> <li>To be able to give reasons to support different points of view of a historical event and make comparisons between them.</li> <li>To explain how events from the past have helped shape our lives including a range of evidence from different sources.</li> </ul>	<ul style="list-style-type: none"> <li>To pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion.</li> <li>To make comparisons between the past and present, explaining things which have changed and things which have stayed the same.</li> <li>To explain how historical sources such as artefacts have helped us understand more about people’s lives in the present and past.</li> <li>To be able to present a balanced view of interpretations of the past, using different points of view.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to suggest why there may be different interpretations of events.</li> <li>To be able to suggest why certain historical events, people and changes might have impacted more significantly than others.</li> <li>To pose and answer their own historical questions about key events from the past using primary and secondary sources as evidence to justify their opinions.</li> </ul>
<b>Greater Depth</b>			
<ul style="list-style-type: none"> <li>To reflect and explain how events from the past have shaped their lives today</li> <li>To be able to form reasoned arguments for why events from the past are interpreted in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>To give reasons for trends and changes by analysing a range of evidence/sources.</li> <li>To explain why events in history could be viewed from different perspectives and that sources may confirm or contradict each other.</li> </ul>	<ul style="list-style-type: none"> <li>To make connections and comparisons between the past and present through explaining and justifying their reasons.</li> <li>To adapt their ideas and viewpoints as new historical information arises.</li> </ul>	<ul style="list-style-type: none"> <li>To create their own hypothesis about the past, formulating their own theories about reasons for change.</li> <li>To use a range of concepts and ideas to compare and critically analyse events from the past.</li> </ul>



<b>Knowledge Curriculum Key Stage 1</b>	<b>Knowledge Curriculum Key Stage 2</b>	<b>Historical Sources of Evidence</b>
<p>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 what 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</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significantly nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</li> <li>• 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, LS Lowry, Rosa Parks, Mary Seacole, Florence Nightingale and Edith Cavell.</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	<p>Pupils should <b>develop a chronologically secure knowledge and understanding of British, local and world history</b>, 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 and change, cause, similarity and difference, and significance. They should construct informed response 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• <b>Changes in Britain from the Stone Age to the Iron Age</b></li> </ul> <p><i>Examples (non-statutory)</i></p> <ul style="list-style-type: none"> <li>• Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill: tribal kingdoms, farming, art and culture.</li> <li>• <b>The Roman Empire and its impact on Britain</b></li> </ul> <p><i>Examples (non-statutory)</i></p> <ul style="list-style-type: none"> <li>• Julius Caesar’s attempted invasion in 55 -54 BC</li> <li>• The Roman Empire by AD 42 and the power of its army</li> <li>• Successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>• British resistance, for example, Boudica</li> <li>• ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> <li>• <b>A study of an aspect or them in British history that extends pupils’ chronological knowledge beyond 1066</b></li> </ul> <p><i>Examples (non-statutory)</i></p> <ul style="list-style-type: none"> <li>• The changing power of monarchs using case studies such as John, Anee and Victoria.</li> <li>• Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century.</li> <li>• The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.</li> <li>• A significant turning point in British history, for example, the first railways or the Battle of Britain.</li> <li>• 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, The Shang Dynasty of Ancient China</li> <li>• Ancient Greece</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs including aerial photographs</li> <li>• Audio recordings</li> <li>• Video recordings</li> <li>• Films</li> <li>• Journals, letters and diaries</li> <li>• Speeches</li> <li>• Visitors and interviews</li> <li>• Published books, newspapers and magazines clippings published at the time.</li> <li>• Autobiographies and memoirs</li> <li>• Artefacts eg: clothing, costumes and objects relevant to the time period</li> <li>• Research data e.g: census and public opinion polls.</li> </ul>