

History Skills:

	End of Year 2	End of Year 4	End of Year 6
Chronological understanding	<p>I understand and use the words past and present when telling others about an event.</p> <p>I can recount changes in my own life over time.</p> <p>I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>I use words and phrases such as: recently, when my parents/carers were children, decades, and centuries.</p>	<p>I use a time line to place events I have found out about.</p> <p>I understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</p> <p>I can divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries.</p> <p>I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.</p> <p>I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time.</p>	<p>I use a time line to place events I have found out about both in this country and abroad.</p> <p>I understand that a time line can be divided into periods: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc) AD Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...).</p> <p>I can describe the main changes in a period of history (using words such as 'social', 'religious', 'political', 'technological' and 'cultural'.</p> <p>I can name the date of any significant event from the past that I have studied and place it in the right place on a time line.</p> <p>I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time.</p>

History Skills:

<p>Knowledge about the past</p> <p>-People, events and changes</p>	<p>I can describe significant historical events</p> <p>I can describe significant people from the past and what they did.</p> <p>I know that there are reasons why people acted the way they did.</p>	<p>I can describe changes that have happened in the locality of my school throughout history.</p> <p>I can give connections, contrasts and trends of war overtime.</p> <p>I can describe Julia Caesar's attempted invasion in 55-54 BC</p> <p>I can describe village life in settlements established by Anglo-Saxons.</p> <p>I can describe the achievements of the Ancient Egyptian civilizations.</p>	<p>I can describe the changes in Britain with the late Neolithic hunter gathers and early farmers.</p> <p>I can describe the Viking raids and invasions on the Anglo Saxons.</p> <p>I can describe the similarities and differences between Britain and the Mayan civilization in c. AD 900</p> <p>I can describe the impact the Ancient Greeks had on the Western world.</p>
<p>Interpretation skills</p>	<p>I can observe sources that make me ask and answer questions about the past.</p>	<p>I can ask and answer questions about the past using sources as evidence.</p> <p>I can use more than one source of evidence to gain a more accurate understanding of History.</p> <p>I can give reasons why some sources are different.</p>	<p>I can ask and answer questions about the past by selecting my own suitable sources and give reasons why I chose them.</p> <p>I can use sources of information to form testable hypotheses about the past.</p> <p>I can begin to understand how propaganda is used and how historians must understand the social context of evidence studied</p>

History Skills:

		I can suggest causes and consequences of some of the main changes in history.	
Enquiry skills	<p>I ask questions like:</p> <p>'What happened?'</p> <p>'How long ago? '</p> <p>'What was it like for people?'</p>	<p>I can make connections, contrasts and trends by comparing two periods overtime by asking questions like :</p> <p>'What was it like for a child, rich person etc... in the past?'</p> <p>'Where did they live ?' (buildings and houses)</p> <p>'What did they do for fun?' (leisure and culture)</p> <p>'What was important to them?'</p> <p>'What were their clothes like and their way of life?'</p> <p>I can answer these questions by looking at different sources.</p>	<p>I can make connections, contrasts and trends by comparing a few periods overtime by asking questions like :</p> <p>'What was it like for a child, rich person etc... in the past?'</p> <p>'Where did they live ?' (buildings and houses)</p> <p>'What did they do for fun?' (leisure and culture)</p> <p>'What was important to them?'</p> <p>'What were their clothes like and their way of life?'</p> <p>I can answer these questions by selecting my own factual evidence.</p>