

History skills should be taught when linked to projects where possible to ensure real world application.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological events	Put things in order significant to themselves.	Put things in order within the topic.	Order events over a larger timescale.	Beginning to think about the impact of historical events/people.	Shows some understanding and talks with some clarity about the impact of historical events.	Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.
Use of sources	People, photographs, Personal Opinions and facts.	Offers opinions and facts with some reasoning.	Distinguishing between fact and opinions and given reasons.	Understanding the difference between primary and secondary sources.	Use a variety of reliable sources to gain a deeper understanding of an event etc. Compare historical sources and suggest the validity of these. subject.	Understand the methods of historical enquiry, including how it is used to make historical claims.
Historical Enquiry	Who? Where? When? Why?	Answer simple questions relating to the topic.	Children pose own questions to gain an understanding of the topic.	Generate purposeful questions.	Begin to use questions to understand significant events.	Identify significant events, make connections, draw contrast and analyse trends
Analyse and evaluate the impact of significant people/events in history	To talk simply about why something happened.	Explore a particular event and how it affected people at the time.	Question why something happened and how it impacted people.	Question why something happened and how it impacted people long term.	A detailed study of a particular famous person and their historical legacy.	A detailed study of a particular famous person and their historical legacy from at least two different points of view.
Vocabulary	Past, present, future Language specific to topic(e.g.mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g.mummified)

Historical Timeline

FS:

Events within living memory-
Historic Lincoln, the place where I live.
The royal family/ Kings and Queens.

KS1:

Changes within living memory.
Events from the past centuries *e.g. The Great fire of London, The first Airplane flight (nationally or globally)*
Significant individuals from the past to compare life in different periods *e.g. Kings and Queens, Explorers e.g. Christopher Columbus and Neil Armstrong. Florence Nightingale, Mary Seacole, Rosa Parks.*
Historical events, people and places in their locality *e.g. The history of Hull, The Docks etc.*

LKS2;

Britain stone age to iron age/ Celts *e.g. Early hunter-gatherer's, early farmers, bronze age, iron age,*
The Roman Empire and its impact on Britain *e.g. Influence on Lincoln could be a focus, culture and beliefs, roman inventions, Boudica, Julius Caesar etc.*
Local history study *e.g. Ireland, Scotland, Famous invasions or a significant sites in British history.*
Ancient Greece *e.g. a study of achievements and their influence on the western world.*

UPKS2:

Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066. *E.g. Case studies on changing monarchs, Changes in social history i,e, crime and punishment, turning points in British history- the first railways, the battle of Britain, the great wars.*
Earliest civilizations - *e.g. Inca's, Aztecs.*
Non-European society to provide contrasts *e.g. Mayan Civilization, African civilizations.*

Key Skills

- ✓ Developed knowledge of chronology
- ✓ Significant events in Britain's history