Gwinear School Non-Negotiables

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



<u>Key Skills</u> Developed knowledge of chronology Significant events in Britain's history

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

History

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FC.	
FS:	
Events with	in living memory-
Historic Lind	coln, the place where I live.
The royal fa	amily/ Kings and Queens.
KS1:	
Changes wif	thin living memory.
Events from	n the past centuries <i>e.g. The Great fire of London, The first Airplane flight (nationally or globally)</i>
Significant i	ndividuals from the past to compare life in different periods e.g. Kings and Queens, Explorers e.g. Christopher Columbus and Neil Armstrong.
Florence Nig	ghtingale, Mary Seacole, Rosa Parks.
Historical e	vents, people and places in their locality e.g. <i>The history of Lincoln, Hartsholme Park etc</i> .
LKS2;	
Britain ston	e 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 histor	ry study e,g. Ireland, Scotland, Famous invasions or a significant sites in British history.
Ancient Gre	eece e.g. a study of achievements and their influence on the western world.