

What skills do we want pupils to gain in History?

- We believe that a gradual development of historical skills will enhance our pupils' knowledge & understanding of Britain's past & that of the wider world
- We believe that carefully planned opportunities will inspire pupils' curiosity to know more about the past

Key skill	Year 3	Year 4	Year 5	Year 6
Chronological understanding Know & understand the history of Britain and the wider world	*Identify the topic studied within the class historical timeline *Use dates related to the topic studied *Use the class timeline & begin to use names of different historical periods	*Place the topic studied within the class historical timeline *Use dates related to the topic studied *Use the class timeline & recognise names of different historical periods *Use BC and AD	*Place the topic studied within the class historical timeline and identify main periods before and after *Sequence events & dates within the period studied *Use appropriate historical terms	*Place the topic studied within the class historical timeline and make connections to other periods in time *Sequence events & dates within the period studied *Use appropriate historical terms
Historical enquiry Answer questions about the past using a range of sources	*Use artefacts & pictures to find answers to questions about the topic studied	*Use artefacts, pictures & written accounts to find answers to questions about the topic studied	*Use a range of sources to build up a picture of an event within the topic studied *Begin to understand the term 'primary' and 'secondary' source of evidence	*Recognise primary & secondary sources of evidence *Begin to ask own historically valid questions within the topic studied
Historical interpretation Compare, interpret and analyse different types of evidence from a range of sources.	*Look at different representations of the topic studied eg. museum exhibition / drawings/ written account *Begin to recognise that the past can be interpreted in different ways	*Compare different versions of the same event within the period studied *Begin to evaluate the usefulness of different sources	*Offer reasons for a range of sources giving different versions of events	*Consider ways of checking the accuracy of interpretation eg. fact or fiction, opinion *Begin to be aware that different interpretations can lead to different conclusions of events
Communication Construct responses to questions that require thoughtful selection and organisation of relevant & historical information	*Answer a historical question using thoughts from artefacts & pictures (verbal)	*Answer a historical question using thoughts from artefacts, pictures & written accounts (written)	*Answer a historical question using one source of evidence *Select relevant information to answer a question	*Answer a historical question combining information from a range of sources *Research answer to a historical question & select relevant information