

# Great Chart Primary School

## Curriculum Skills Map History



### September 2018

We aim to provide creative and co-operative ways for the pupils to learn together so that all can succeed. As such we follow a skills based curriculum and we have aimed to create a document based around the key skills we see as relevant for life in the 21<sup>st</sup> Century. We believe that a curriculum heavily based on knowledge is no longer relevant, as knowledge is now so readily available at our fingertips. Instead, we want to foster in our pupils a love of learning, and develop their creativity and critical thinking through skills such as collaboration, research, problem solving, presentation, evaluation and reflection. These skills are reflected through the objectives identified in each subject area to help us develop confident, excited and proud learners who will be our leaders of the future and become a dynamic, adaptable workforce with high levels of reasoning and problem solving skills.

Teaching and learning within our school, as far as possible, is taught through a cross curricular approach to enable the children to make connections between their learning, leading to a deeper learning experience. Links are made wherever possible between subjects, however we recognise that Science, PE and RE will often need to be taught in a discrete manner.

## Curriculum Skills Map- History- Year 1

| Chronological Understanding  | Historical Understanding   | Historical Enquiry  |
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| <ul style="list-style-type: none"> <li>• <b>Can they put at least 3 pictures/ artefacts or events in chronological order (recent history)?</b></li> <li>• Can they use words and phrases such as old, new, a long time ago, before and after with accuracy?               <ul style="list-style-type: none"> <li>• Can recount personal history and events or changes that have happened?</li> <li>• Can they recognise that story may have happened a long time ago?</li> <li>• Do they know that some objects belong to the past?</li> </ul> </li> <li>• Can they retell a familiar story set in the past in chronological order?</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Can they identify some ways that people have impacted upon our lives?</b></li> <li>• Can they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?               <ul style="list-style-type: none"> <li>• Can they begin to identify objects from the past and the main differences between old and new objects?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Can they ask and answer questions about old and new objects?</li> <li>• Can they spot old and new things in a picture?</li> <li>• Can they answer questions using a artefact/ photograph provided?</li> <li>• Can they give a plausible explanation about what an object was used for in the past?</li> <li>• Can they find out more about a person or event from the past from a given source?</li> </ul> |
| <h3>Year 1 Greater Depth</h3>  |  |   |

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| <ul style="list-style-type: none"> <li>• Can they say why they think a story was set in the past?</li> <li>• Can they ask relevant questions using a range of artefacts/ photographs provided?</li> </ul> | <ul style="list-style-type: none"> <li>• Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?</li> <li>• Can they explain differences between past and present in their life and that of other children from a different time in history?</li> </ul> | <ul style="list-style-type: none"> <li>• Can they find out more about a person or event from the past through their own research?</li> </ul> |
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## Curriculum Skills Map- History- Year 2

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| <b>Chronological Understanding</b> | <b>Historical Understanding</b> | <b>Historical Enquiry</b> |
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| <ul style="list-style-type: none"> <li>• Can they use words and phrases such as before I was born, when I was younger? <ul style="list-style-type: none"> <li>• <b>Can they use phrases and words such ‘past’, ‘present’, ‘then’ and ‘now’ accurately in their historical learning?</b></li> </ul> </li> <li>• Can they sequence a set of objects and events in chronological order and give reasons for their order?</li> </ul> | <ul style="list-style-type: none"> <li>• Can they recount the life of someone who lived in the past giving attention to what they did earlier and what they did later?</li> <li>• <b>Can they recount some relevant facts from an historical event, such as where the ‘Fire of London’ started?</b></li> <li>• Can they give examples of how their lives are different to the lives of others in the past?</li> </ul> | <ul style="list-style-type: none"> <li>• Can they find out something about the past by talking to an older person?</li> <li>• <b>Can they answer questions by using a given specific source, such as an information book?</b> <ul style="list-style-type: none"> <li>• Can they research the past using different resources to help them?</li> </ul> </li> <li>• Can they say at least two ways they can find out about the past, for example using books and the internet? <ul style="list-style-type: none"> <li>• Can they identify primary and secondary sources of information?</li> </ul> </li> </ul> |
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**Year 2 Greater Depth**

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| <p>Can they use a time-line to order objects or events chronologically using dates?</p> | <p>Can they explain why someone in the past acted in the way they did?</p> <ul style="list-style-type: none"> <li>• Can they explain why different accounts of the past may vary?</li> </ul> | <p>Can they research the past using multiple sources to find relevant information and summarise the key points?</p> |
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## Curriculum Skills Map- History- Year 3

| Organise and communicate historical information   | Historical Interpretation   | Historical Enquiry   |
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| <ul style="list-style-type: none"> <li>• Can they describe events from the past using dates?</li> <li>• Can they describe events and periods using the words such as ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• <b>Can they present their historical understanding through different representations such as art, drama, writing and multi-media sources?</b></li> </ul> | <p>Can they suggest why certain events happened as they did in history?</p> <ul style="list-style-type: none"> <li>• <b>Can they suggest why certain people acted as they did in history?</b></li> <li>• Can they explain how historical events have impacted on people's lives, <i>e.g. inventions, rights, communication, technology, leisure, jobs.</i></li> </ul> | <p>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <ul style="list-style-type: none"> <li>• <b>Can they use primary and secondary sources of evidence to answer questions and piece together information about a period in history?</b></li> <li>• Can they research a specific event from the past?</li> <li>• <b>Can they, through research, identify similarities and differences between given periods in history?</b></li> </ul> |

### Year 3 Greater Depth

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| <p>Can they begin to recognise and quantify the different time periods that exists between different events?</p> <ul style="list-style-type: none"> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul> | <p>Can they describe and explain events using cause and effect?</p> | <p>Can they begin to use more than one source of information to bring together a conclusion about an historical event?</p> <ul style="list-style-type: none"> <li>• Can they use specific search engines on the Internet to help them find information more rapidly?</li> </ul> |
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| <h2 style="color: #008080;">Curriculum Skills Map- History- Year 4</h2> |   |                                  |
| <p><b>Organise and communicate historical information</b></p>           | <p><b>Historical Interpretation</b></p> | <p><b>Historical Enquiry</b></p> |

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| <p><b>Can they place periods of history on a timeline showing periods of time?</b></p> <ul style="list-style-type: none"> <li>• Can they use their mathematical skills to help them work out the time differences between certain major events in history?</li> <li>• Can they independently, or as part of a group, present their research about a given period of history?</li> </ul> | <p><b>Can they explain how events from the past have impacted on specific parts of our lives? e.g. inventions, rights, communication, technology, leisure, jobs.</b></p> <ul style="list-style-type: none"> <li>• Can they compare differences and similarities between groups of people?</li> <li>• Can they explain how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> </ul> | <p>Can they research what it was like for a person in a given period from the past using primary and secondary sources?</p> <ul style="list-style-type: none"> <li>• <b>Can they give more than one reason to support an historical argument?</b></li> </ul> |
| <p><b>Year 4 Greater Depth</b></p>  |  |  |
| <p>Can they use their mathematical skills to round up time differences into centuries and decades?</p> <ul style="list-style-type: none"> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul>   | <p>Can they recognise that people's way of life in the past was dictated by a variety of factors? e.g. food, wealth, jobs, leisure, communication, location, medicine, rights, education.</p>  | <p>Can they research two versions of an event and say how they differ?</p>   |

## Curriculum Skills Map- History- Year 5

| Organise and communicate historical information   | Historical Interpretation  | Historical Enquiry   |
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| <p>Can they use dates and historical language in their work?</p> <ul style="list-style-type: none"> <li>• <b>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived/ events occurred?</b></li> <li>• Can they use their mathematical skills to work out exact time scales and differences as need be?</li> </ul> | <p><b>Can they compare and contrast historical events from the different period/s they are studying/have studied?</b></p> <ul style="list-style-type: none"> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Can they identify how history can impact on the decisions that are made? <i>e.g. governments, wars, monarchy, dictatorships, crime, punishment.</i></li> <li>• Can they evaluate the validity of sources and identify those that are useful?</li> </ul> | <p><b>Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion?</b></p> <ul style="list-style-type: none"> <li>• Can they explain how historical artefacts have helped us understand more about people's lives in the present and past?</li> </ul> |
| <p><b>Year 5 Greater Depth</b></p>  |  |  |



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| <p>Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p> | <ul style="list-style-type: none"> <li>• Can they explain how major events have impacted on our lives? <i>e.g. the development of medicines and health care, technology, industry, travel, natural disasters.</i></li> </ul> | <p>Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past?</p> |
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| <h2 style="color: #008080;">Curriculum Skills Map- History- Year 6</h2> |   |                                  |
| <p><b>Organise and communicate historical information</b></p>           | <p><b>Historical Interpretation</b></p> | <p><b>Historical Enquiry</b></p> |

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| <p>Can they say where a period of history fits on a timeline including within a decade?</p> <ul style="list-style-type: none"> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> <li>• <b>Can they explain how evidence is used and discern how and why there are different interpretations of key events?</b></li> </ul> | <p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <ul style="list-style-type: none"> <li>• Can they summarise what has been learnt from other events, countries and civilizations?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• <b>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</b></li> </ul> | <p>Can they suggest why there may be different interpretations of events?</p> <ul style="list-style-type: none"> <li>• <b>Can they identify and explain their understanding of propaganda?</b></li> <li>• Can they suggest why certain events, people and changes might be seen as more significant than others?</li> <li>• Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions?</li> </ul> |
| <p><b>Year 6 Greater Depth</b></p>   |   |   |
| <p>Can they compare the advancements from two different time periods?</p>  | <p>Can they suggest relationships between causes in history?</p>  | <p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</p>   |

