

History Skill Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p>Changes within living memory : Toys Skill Development M1 BASIC</p> <ul style="list-style-type: none"> - With the support of the teacher, evidence is explored to find out about the past. - During structured activities, some relevant questions about the past are asked - With the support of the teacher there is an awareness that pictures, stories and accounts represent the past - With support of a teacher, there is some understanding of the passing of time and how it may be represented in order of events. - During structured activities, timelines are annotated with historical language. - During structured activities, the main events of one's own life are recounted. - During structured activities, historical language is used.. 	<p>Events beyond living memory- Bonfire Night Skill Development M1 BASIC</p> <ul style="list-style-type: none"> - With the support of the teacher, evidence is explored to find out about the past. - During structured activities, some relevant questions about the past are asked - With the support of the teacher there is an awareness that pictures, stories and accounts represent the past - With the support of a teacher, some historical events are described. - With the support of a teacher, significant people are studied and described. - With the support of a teacher, the actions of people in the past are studied and described. - With support of a teacher, there is some understanding of the passing of time and how it may be represented in order of events. - During structured activities, timelines are annotated with historical language. - During structured activities, the main events of one's own life are recounted. - With support of a teacher, dates are used to chart events. - During structured activities, historical language is used. 				
Y2	<p>Significant people in the locality - St Hilda Skill Development M1 Advancing</p> <ul style="list-style-type: none"> - When presented with evidence, some questions about the past are asked and answered - A growing number of relevant questions about the past are asked - A growing number of representations of the past are understood and used such as newspapers, stories, pictures, artefacts and documents. - A range of historical events are described, using historical language and interesting detail. - The term 'significant' is increasingly understood and used to select people from the past to describe. - There is growing understanding of the reasons why people in the past acted as they did. Decisions are made as to how to present this information. - There is a growing understanding of the passing of time and decisions are made 		<p>Lives of significant individuals – Captain Cook Skill Development M1 Advancing</p> <ul style="list-style-type: none"> - When presented with evidence, some questions about the past are asked and answered - A growing number of relevant questions about the past are asked - A growing number of representations of the past are understood and used such as newspapers, stories, pictures, artefacts and documents. - A range of historical events are described, using historical language and interesting detail. - The term 'significant' is increasingly understood and used to select people from the past to describe. - There is growing understanding of the reasons why people in the past acted as they did. Decisions are made as to how to present this information. - There is a growing understanding of the passing of time and decisions are made as to how to place events and artefacts in the correct order. - Timelines are generally annotated to include some historical language. - The main events of one's own life are recounted with interesting historical detail. - Dates are used to chart some events. - Historical language is becoming fluent and decisions as to what language to use are beginning to be made. 			

	<p>as to how to place events and artefacts in the correct order.</p> <ul style="list-style-type: none"> - Timelines are generally annotated to include some historical language. - The main events of one's own life are recounted with interesting historical detail. - Dates are used to chart some events. - Historical language is becoming fluent and decisions as to what language to use are beginning to be made. 			
<p>Y3</p>	<p>Changes in Britain from the Stone Age to the Iron Age Skill Development M2 BASIC</p> <ul style="list-style-type: none"> - There are some good examples of using evidence to ask and answer questions about the past. - There is some awareness of the suitability of evidence. - There is some awareness that different sources of evidence give a variety of information about the past. - There is some awareness that there are different accounts and interpretations of historical events. - Some good suggestions on causes and consequences of some familiar events in history are put forward. - Some basic changes to the locality of the school over time are described. - With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are described. - With support, historical events around the world are compared. - With support, the past is described in a number of ways. - With support, the characteristic features of the past are described. - There is generally a good knowledge of the chronological order of the past and with structured activity the past can be placed in order on a timeline. - With support, changes over time are represented on a timeline. - When reminded, key dates are used. - When reminded, historical language is used. 		<p>The Roman Empire and its impact on Britain Skill Development M2 BASIC</p> <ul style="list-style-type: none"> - There are some good examples of using evidence to ask and answer questions about the past. - There is some awareness of the suitability of evidence. - There is some awareness that different sources of evidence give a variety of information about the past. - There is some awareness that there are different accounts and interpretations of historical events. - Some good suggestions on causes and consequences of some familiar events in history are put forward. - Some basic changes to the locality of the school over time are described. - With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are described. - With support, historical events around the world are compared. - With support, the past is described in a number of ways. - With support, the characteristic features of the past are described. - There is generally a good knowledge of the chronological order of the past and with structured activity the past can be placed in order on a timeline. - With support, changes over time are represented on a timeline. - When reminded, key dates are used. - When reminded, historical language is used. 	<p>Britain's settlement by Anglo- Saxons and Scots Skill Development M2 BASIC</p> <ul style="list-style-type: none"> - There are some good examples of using evidence to ask and answer questions about the past. - There is some awareness of the suitability of evidence. - There is some awareness that different sources of evidence give a variety of information about the past. - There is some awareness that there are different accounts and interpretations of historical events. - Some good suggestions on causes and consequences of some familiar events in history are put forward. - Some basic changes to the locality of the school over time are described. - With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are described. - With support, historical events around the world are compared. - With support, the past is described in a number of ways. - With support, the characteristic features of the past are described. - There is generally a good knowledge of the chronological order of the past and with structured activity the past can be placed in order on a timeline. - With support, changes over time are represented on a timeline. - When reminded, key dates are used. - When reminded, historical language is used.

Y4	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Skill Development M2 ADVANCING</p> <ul style="list-style-type: none"> - There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past. - Evidence is generally chosen for its suitability. - A range of evidence is selected in order to gain a more accurate understanding of history. - Different accounts and interpretations of historical events are explored and some reasons given why the accounts may differ. - Many good and thoughtful suggestions are offered on the causes and consequences of main events in history. - Some of the changes to the locality of the school over time are explained with some examples and detail. - The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explained and described. - Historical events around the world are selected and compared. - The past is described by selecting which aspects to focus upon. - The main characteristic features of the past are generally described. - The chronological order of the past is understood and is represented on a time line accurately. - The concept of change in key themes is understood and some good examples of this are represented on timelines. - Key dates are generally used. - Historical language is selected and used appropriately. 		<p>The Achievements of the earliest civilisations and a depth study of Ancient Egypt Skill Development M2 ADVANCING</p> <ul style="list-style-type: none"> - There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past. - Evidence is generally chosen for its suitability. - A range of evidence is selected in order to gain a more accurate understanding of history. - Different accounts and interpretations of historical events are explored and some reasons given why the accounts may differ. - Many good and thoughtful suggestions are offered on the causes and consequences of main events in history. - Some of the changes to the locality of the school over time are explained with some examples and detail. - The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explained and described. - Historical events around the world are selected and compared. - The past is described by selecting which aspects to focus upon. - The main characteristic features of the past are generally described. - The chronological order of the past is understood and is represented on a time line accurately. - The concept of change in key themes is understood and some good examples of this are represented on timelines. - Key dates are generally used. - Historical language is selected and used appropriately. 	<p>The Changing Power of Monarchs: John, Henry VIII and Victoria Skill Development M2 ADVANCING</p> <ul style="list-style-type: none"> - There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past. - Evidence is generally chosen for its suitability. - A range of evidence is selected in order to gain a more accurate understanding of history. - Different accounts and interpretations of historical events are explored and some reasons given why the accounts may differ. - Many good and thoughtful suggestions are offered on the causes and consequences of main events in history. - Some of the changes to the locality of the school over time are explained with some examples and detail. - The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explained and described. - Historical events around the world are selected and compared. - The past is described by selecting which aspects to focus upon. - The main characteristic features of the past are generally described. - The chronological order of the past is understood and is represented on a time line accurately. - The concept of change in key themes is understood and some good examples of this are represented on timelines. - Key dates are generally used. - Historical language is selected and used appropriately. 	
Y5			<p>A local study History/Geography</p> <p>Milestone 3 Basic from geography and history</p>	<p>Ancient Greece</p> <p>Milestone Basic History</p>	
Y6	<p>World War II Skill Development M3 Advancing</p> <ul style="list-style-type: none"> - Evidence is selected and investigated and there are some good example sf conclusions that have been deduced from its scrutiny. - Suitable evidence is suggested and explored with some reasons for its suitability explained. 			<p>Mayans Skill Development M3 Advancing</p> <ul style="list-style-type: none"> - Evidence is selected and investigated and there are some good example sf conclusions that have been deduced from its scrutiny. - Suitable evidence is suggested and explored with some reasons for its suitability explained. - Generally, some interesting hypotheses are formed from a growing knowledge of the past and tested through further research. 	

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<ul style="list-style-type: none">- Generally, some interesting hypotheses are formed from a growing knowledge of the past and tested through further research.- A growing range of evidence is sought and explored in formulating and justifying claims about the past.- The social and political contexts of evidence are studied and conclusions drawn as to the reliability of the source.- A number of sources of evidence are sought out.- There are good examples of refinements to a line of enquiry with reasons given for the refinements.- Key themes are compared and areas of continuity and change are identified and described.- There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail.- Time periods are selected and compared, with interesting detail given.- Descriptions of the past involve a number of aspects.- Generally the characteristic features of the past, from a range of perspectives, are described.- Changes within a time period are chronicled in a logical and interesting way.- There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this.- There is generally a good awareness of the concepts of continuity and change and they are represented in interesting ways on annotated timeline.- Dates and terms are generally used to describe events.- Generally, appropriate historical language is used.			<ul style="list-style-type: none">- A growing range of evidence is sought and explored in formulating and justifying claims about the past.- The social and political contexts of evidence are studied and conclusions drawn as to the reliability of the source.- A number of sources of evidence are sought out.- There are good examples of refinements to a line of enquiry with reasons given for the refinements.- Key themes are compared and areas of continuity and change are identified and described.- There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail.- Time periods are selected and compared, with interesting detail given.- Descriptions of the past involve a number of aspects.- Generally the characteristic features of the past, from a range of perspectives, are described.- Changes within a time period are chronicled in a logical and interesting way.- There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this.- There is generally a good awareness of the concepts of continuity and change and they are represented in interesting ways on annotated timeline.- Dates and terms are generally used to describe events.- Generally, appropriate historical language is used.
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