

## History Skill Development

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

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<p>Y3</p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b>  <b>Skill Development M2 BASIC</b></p> <ul style="list-style-type: none"> <li>- There are some good examples of using evidence to ask and answer questions about the past.</li> <li>- There is some awareness of the suitability of evidence.</li> <li>- There is some awareness that different sources of evidence give a variety of information about the past.</li> <li>- There is some awareness that there are different accounts and interpretations of historical events.</li> <li>- Some good suggestions on causes and consequences of some familiar events in history are put forward.</li> <li>- Some basic changes to the locality of the school over time are described.</li> <li>- With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are described.</li> <li>- With support, historical events around the world are compared.</li> <li>- With support, the past is described in a number of ways.</li> <li>- With support, the characteristic features of the past are described.</li> <li>- 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.</li> <li>- With support, changes over time are represented on a timeline.</li> <li>- When reminded, key dates are used.</li> <li>- When reminded, historical language is used.</li> </ul>		<p><b>The Roman Empire and its impact on Britain</b>  <b>Skill Development M2 BASIC</b></p> <ul style="list-style-type: none"> <li>- There are some good examples of using evidence to ask and answer questions about the past.</li> <li>- There is some awareness of the suitability of evidence.</li> <li>- There is some awareness that different sources of evidence give a variety of information about the past.</li> <li>- There is some awareness that there are different accounts and interpretations of historical events.</li> <li>- Some good suggestions on causes and consequences of some familiar events in history are put forward.</li> <li>- Some basic changes to the locality of the school over time are described.</li> <li>- With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are described.</li> <li>- With support, historical events around the world are compared.</li> <li>- With support, the past is described in a number of ways.</li> <li>- With support, the characteristic features of the past are described.</li> <li>- 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.</li> <li>- With support, changes over time are represented on a timeline.</li> <li>- When reminded, key dates are used.</li> <li>- When reminded, historical language is used.</li> </ul>	<p><b>Britain's settlement by Anglo- Saxons and Scots</b>  <b>Skill Development M2 BASIC</b></p> <ul style="list-style-type: none"> <li>- There are some good examples of using evidence to ask and answer questions about the past.</li> <li>- There is some awareness of the suitability of evidence.</li> <li>- There is some awareness that different sources of evidence give a variety of information about the past.</li> <li>- There is some awareness that there are different accounts and interpretations of historical events.</li> <li>- Some good suggestions on causes and consequences of some familiar events in history are put forward.</li> <li>- Some basic changes to the locality of the school over time are described.</li> <li>- With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are described.</li> <li>- With support, historical events around the world are compared.</li> <li>- With support, the past is described in a number of ways.</li> <li>- With support, the characteristic features of the past are described.</li> <li>- 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.</li> <li>- With support, changes over time are represented on a timeline.</li> <li>- When reminded, key dates are used.</li> <li>- When reminded, historical language is used.</li> </ul>

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

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