

History Skills Checklist – Years 3 and 4-revised 2014

Coverage:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

Changes in Britain from the Stone Age to the Iron Age

The Roman Empire and its impact on Britain

Britain's settlement by Anglo-Saxons and Scots

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

A local history study

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Ancient Greece – a study of Greek life and achievements and their influence on the western world

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Milestone 2 I can/I know/I understand/I am able	Examples regarding Activities
<p>To Investigate and Interpret the past</p> <ul style="list-style-type: none"> • I understand that some events from the past still affect people's lives • I understand that events from the past are told, and represented, in many different ways • I understand that my/our life is different from the lives of people in the past • I can use evidence to ask questions and find answers to questions about the past • I can select and record sources of evidence relevant to the focus of the enquiry • I can use more than one source of evidence for historical enquiry for historical enquiry • I can suggest causes and consequences of some of the main events and changes in history • I can describe different accounts of an historical event and explain why some of the accounts may differ 	<ul style="list-style-type: none"> ▪ Investigating objects: How has the object been made? By hand? By machine? What could it be used for? What is its purpose? What does it look like? Can we compare it to a modern object? Has the use changed? Is it well designed? ask questions about physical features, construction, function, design and value ▪ Find out about the past from a range of sources of information <ul style="list-style-type: none"> ▪ Stories ▪ Eye witness accounts/interviews ▪ Pictures ▪ Photographs ▪ Artefacts ▪ Historic buildings ▪ Visits to museums ▪ Visits to Galleries ▪ Visits to Sites ▪ ICT ▪ Census returns (to find out about children's family history) ▪ Diary entries/letters ▪ Journals ▪ Gravestones ▪ Estimate how old someone is from their appearance/begin to deduce what life was like for them/who they were/what they did

	<ul style="list-style-type: none"> ▪ Role play/drama using key texts ▪ Suitcase Game – fill with range of historical artefacts. The aim of the game is to find out as much as possible about whose bag it is e.g. evacuee suitcase/ mummification bag
<p>To Build an Overview of World History</p> <ul style="list-style-type: none"> • I can understand changes that have happened in the locality of the school throughout history • I can give a broad overview of life in Britain • I can compare some of the times studied with those of other areas of interest around the world • I understand some aspects of the past beyond my living memory • I know some facts and understand about the important events, people and changes of the period I am studying e.g. social, ethnic, cultural or religious diversity of a past society • I can describe the characteristics features of the past including the ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> ▪ Work on Remembrance Day, work on Apartheid, Holocaust etc. – linked to how it still effects them today

<p>To Understand Chronology</p> <ul style="list-style-type: none"> • I know that the past can be divided into different periods of time • I can order some key events in history and understand the concept of change over time – represent this on a timeline • I can place events. Artefacts and historical figures on a time line using dates • I can tell others about what life was like in the past <ul style="list-style-type: none"> • I can work out how many decades/centuries have passed since a major historical event • I can sequence events from a famous person’s life, or a famous historical event/era • I understand some aspects of the past beyond my living memory and use dates and terms to describe events 	<ul style="list-style-type: none"> ▪ Timelines -use time lines to order things that happened in the past, write their date of birth and other key dates e.g. 4/5/1998 (98) 14.04.1912 (sinking of Titanic) ▪ Production of simple time lines which represent information in the correct chronological order. ▪ Sequencing a number of events or objects on a simple timeline. ▪ I use words like ‘before’, ‘after’, and ‘between’ to describe when things happened ▪ How can I find out about life in the past? Where can I find this information from? What evidence may I need to use? Who can I interview historical sources to help my deductions? What clues help me to compare my life with someone from the past? ▪ What does it reveal about the person’s taste, wealth, status? Social customs etc.?
<p>To communicate historically</p> <ul style="list-style-type: none"> • I know some dates and some historical words including <i>dates, time period, era, change, chronology</i> • I understand the range of feelings that some children had during events in history (e.g. WW11) • I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	<ul style="list-style-type: none"> ▪ Using a broader range of terms relating to the passing of time; before, after, long ago, months, and years. ▪ Use a range of sources of information, including ICT based resources <ul style="list-style-type: none"> ▪ Documents ▪ Printed sources ▪ CD ROMS & Internet

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| | <ul style="list-style-type: none">▪ Databases▪ Pictures and photographs▪ Music▪ Artefacts▪ Historic buildings▪ Visits to museums and galleries▪ Visits to sites |
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History Skills Checklist – Years 5 and 6 Milestone 3

I can/I know/I understand/I am able	Key Questions (examples)	Examples regarding Activities
<p>To Investigate and Interpret the past</p> <ul style="list-style-type: none"> • I can sources of evidence to deduce information about the past • I can select suitable sources of evidence, giving reasons for choices • I can use sources of information to form testable hypotheses about the past • I can seek and analyse a wide range of evidence in order to justify claims about the past • I can show an awareness of the concept of historical propaganda and how historians must understand the social context of evidence studied • I understand that no single source of evidence gives the full answer to questions about the past • I can refine lines of enquiry as appropriate • I can build on my understanding that some events from the past still affect people's lives • I am able to describe some characteristic features of past 	<ul style="list-style-type: none"> • What were the consequences and effects from this key event in history? • Can we explain the way events or actions have several linked causes and outcomes? • Why do things happen as they do? • How can we explain unique events? <i>All events are unique. No two stories are the same even in history books. Someone might write such and such a thing and someone else write something else. It depends on who is writing the story.</i> • Do some things happen by chance? E.g. Some things do. They did in my story: <i>There was always a good chance of an air raid in London during the war and that people would be killed and things get lost. That happened a lot. But you never know, do you?</i> 	<ul style="list-style-type: none"> • Placing pictures, artefacts and other sources in the correct chronological order through the application of period knowledge. Production of complex timelines that require description of changes through time - to include a series of events, illustrations and dates. Evidence Step 3b • Activities that require the correct use of historical terms relating to the passing of time ancient, medieval, modern, B.C, A.D century, decade. • Use a range of secondary sources to find information and answer questions about key event/people from history (see example Evidence Step 3) • Detailed account of 'day in the life of someone from the past using a range of resources....

societies and periods (beliefs, ideas, attitudes, social, cultural, religious, ethnic diversity etc)

- I can describe/summarise some of the main events, people and changes of a historic period
- I can identify changes within and across different periods and make links between them
- I know and understand some historical facts about Britain and other countries
- I know that history can be represented and interpreted in different ways and I can evaluate sources of information
- I am able to use more complex sources of information and identify the most useful and reliable sources for a particular task
- I am able to give sensible reasons for, and results of, events and changes

To Build an Overview of World History

- I can identify continuity and change in the history of the locality of the school
- I can give a broad view of life in Britain and some major events from the rest of the world
- I can compare some of the times studied with those of the other areas of interest around the world
- I can describe the social, ethnic, cultural or religious diversity of past society
- I can describe the characteristics features of the past including the ideas, beliefs, attitudes and experiences of men, women and children

To Understand chronology

- I can describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural
- I can identify periods of rapid change in history and contrast them with times of relatively little change
- I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line
- I can use dates and terms accurately in describing events

I can communicate historically

- I know some dates and some historical words including *dates, time period, era, change, chronology, continuity, change, century, decade, legacy*
- I understand the range of feelings that some children had during events in history (e.g. WW11)
- I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past
- Use original ways to present information and ideas

I can/I know/I understand/I am able	Key Questions (examples)	Examples regarding Activities
<ul style="list-style-type: none"> • I am able to use historical vocabulary appropriately (modern, ancient, AD, BC, century, decade etc) • I can combine information about a period/event/period to present my own balanced view/interpretation in a structured way • I understand that the beliefs of people in ancient civilisations link to their actions • I know that aspects of ancient civilisation influence life today • I am able to use the expertise of professionals to find out about the past 	<ul style="list-style-type: none"> • When could I use these historical words in my explanation? • Why was that belief so influential in making a civilisation behave that way? Can I explain the cause and effect? • What is the legacy of? • How does it influence our lives today? • What is the job of the archaeologist? How do they learn about the past? 	<ul style="list-style-type: none"> • Extended written descriptions of change across time. • Explain the way events or actions have several linked causes and outcomes. • Group presentations and or /dramas of key historical events/people/places • Talk from “expert” or museum curator • Workshops

