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|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Skills & Knowledge | To order the time period being studied and to develop an understanding of chronology  To use historical terms (see topic glossary)  To pose simple historical questions (questions will focus on historical knowledge)  To answer simple historical questions- What were prehistoric houses like? Why did Pilgrims go to Gloucester Cathedral?  To identify and analyse change and continuity  Study similarities and differences (compare to modern day/ within a time period)  To note the significance of events, people and/or discoveries and to know why they are important  Research historical information from given material  To use secondary and primary evidence including real artefacts  To make inferences and deductions | To order the time period studied and to develop an understanding of chronology  To use historical terms (see topic glossary)  To pose simple historical questions (questions will focus on historical knowledge)  To answer simple historical questions: What was the role of Roman soldiers? How did the Anglo-Saxons invade Britain?  To identify and analyse change and continuity  Study similarities and differences (compare to modern day, within a time period)  To note the significance of events, people and/or discoveries and to know why they are important  Research historical information from given material  To use secondary and primary evidence including real artefacts  To make inferences and deductions | To order period studied and to develop an understanding of chronology  To use historical terms (see topic glossary)  To pose complex historical questions (Why, how, significance)  To answer complex historical questions- Why was Lindisfarne an important event for Viking invasions?  To identify and analyse change, continuity and consequence.  Study similarities and differences (compare to modern day, within a time period and compare different time periods if relevant)  Research historical information from a range of sources  Use of secondary and primary evidence including real artefacts  To make inferences and deductions | To order period studied and to develop and understanding of chronology  To use historical terms (see topic glossary)  To pose complex historical questions (Why, how, significance)  To answer complex historical questions (How did the role of women change due to WWII, What was the social hierarchy in Egypt like?)  To identify and analyse change, continuity, consequence and cause.  Study similarities and differences (compare to modern day, within a time period and compare different time periods if relevant)  Research historical information from a range of sources  Use of secondary and primary evidence including real artefacts  To make inferences and deductions |
| Interpretation Work | Understand that history can be represented in different ways.  Look at some different ways the past has been represented.  Begin to explore the term ‘interpretation’ and how history can be based on an opinion or viewpoint as well as fact. | Understand that history can be represented in different ways, and look at some examples.  Analyse why there can be different accounts of the same historical person or event, compare two different interpretations (e.g. varied interpretations of Boudicca.)  Children to use the term ‘interpretation’ in explanations. | Consider different historical accounts/viewpoints of the same event and/or person. (viewpoints on religion/invasions/power)  Children to look at two sources of the same event/person and identify how they are different. (view point of the monks and Vikings at Lindisfarne)  Begin to explain the reasons why two interpretations could be different.  Begin to look at the term bias | Children use the terms ‘interpretation’ and ‘bias’ in their writing  Evaluate sources, thinking about how bias exists in history.  Children to study some different viewpoints, how might they be biased, what interpretation do they show.  (German vs British soldier’s viewpoints, the general’s vs soldiers viewpoints on the war, propaganda bias) |