

History at Fishponds

Knowledge/Context/Perspective

The knowledge, context and perspective of the areas studied by students are progressive across the school

Historical Skills

Historical skills have been split into 7 Key Strands at Fishponds CE Academy.

These strands are taught in each phase and will be progressive across year groups within the phase and across the wider school.



Chronology

Historical
Enquiry

Historical
Terms

Interpretation

Continuity and
Change
Similarity and
Difference

Cause and
Consequence

Significance

Year 1

Knowledge/Context/Perspective

Chronology

- Sequence events/objects in their life
- Sequence artefacts from distinctly different periods of time
- Match objects to people of different ages
- Begin to know where people, places and events fit within a chronological framework
- Describe memories of key events in their life

Historical Terms

- Use terms concerned with the passing of time: then, now, yesterday, old, new, days of the week, months, years
- Use terms concerned with the passing of time

Interpretation

- Identify different ways in which the past is represented – e.g. pictures, documents, films, TV, museum displays
- Use stories to encourage children to distinguish between fact and fiction
- Compare adults talking about the past – how reliable are their memories?

Historical Enquiry

- Know how to find out about the past from a range of sources e.g. artefacts, pictures, people, sites, documents
- Begin to ask and find answers to simple questions about the past from sources of information e.g. artefacts

Continuity and Change

- Identify differences between life in the present and life in the past

Cause and Consequence

- Begin to recognise why people did things and why events happened

Significance

- Talk about who was important in a period/context

Year 2

Knowledge/Context/Perspective

Chronology

Identify similarities/differences between periods
Be able to order key events/objects/people from seventeenth century to present day
Sequence artefacts closer together in time – check with a reference book
Know where people, places and events fit within a chronological framework

Historical Terms

Use wide vocab of everyday historical terms
Use terms concerned with the passing of time: last week, last/previous century, 100 years ago, in the past

Interpretation

Select information about places from photographs, texts and other sources
Compare two versions of a past event
Compare pictures or photographs of people or events in the past
Discuss reliability of photos/accounts/stories
Identify different ways the past is represented

Historical Enquiry

Know how to find out about the past from a wider range of sources e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc.

Choose and use parts of stories and other sources to show that they know and understand key features of events

Continuity and Change

Identify differences between life in the present and life in the past and give reasons for these differences

Cause and Consequence

Recognise and begin to give reasons for why people did things and why events happened and what happened as a result

Significance

Explain who was important in a period/context giving reasons

Year 3

Knowledge/Context/Perspective

Chronology

Recognise that the past can be divided into different periods of time

Place the periods studied on a timeline

Sequence several events/artefacts

Historical Terms

Use dates and terms related to the study unit and passing of time

Interpretation

Identify and give reasons for different ways in which the past is represented

Distinguish between different sources – compare different versions of the same story

Look at representations of the period – museum, cartoons, etc.

Historical Enquiry

Find out about the past from a range of sources – what happened and when?

Begin to select a range of sources to find out about a period

Observe small details – artefacts, pictures
Select and record information relevant to the study

Begin to use the library and internet for research

Begin to ask and answer historically valid questions

Continuity and Change

Describe and make links between different events, changes and situations within a period/society

Cause and Consequence

Identify reasons for and results of peoples' actions and what happened as a result

Begin to understand motive

Significance

Describe the contribution of people, events and developments

Year 4

Knowledge/Context/Perspective

Chronology

Begin to be able to place events, people and changes into different periods of time showing an emerging sense of sense of period

Place events from periods studied on time line

Historical Terms

Use terms related to the period and begin to date events

Understand more complex terms e.g. BC/AD

Begin to use abstract terms e.g. empire, dynasty, kingdom, civilisation etc.

Interpretation

Look at the evidence available

Begin to evaluate the usefulness of different sources

Ask and begin to answer a variety of historically valid questions

Historical Enquiry

Use a range of evidence to build up a picture of a past event

Choose relevant material to present a picture of one aspect of life in time past

Continuity and Change

Describe and explain links between different events, changes and situations within a period/society

Cause and Consequence

Give reasons for and results of main events and changes studied and why people in the past acted as they did

Significance

Describe and use sources of information to explain the contribution made of particular people, events and developments

Year 5

Knowledge/Context/Perspective

Chronology

Be able to place events, people and changes into a chronological framework

Know and sequence key events of time studied

Make comparisons between different times in the past noting connections and contrasts

Historical Terms

Use appropriate conventions of time accurately and appropriately – e.g. BC, AD, years before present, century, decade,

Use period labels

Use abstract terms e.g. empire, civilisation etc.

Interpretation

Understand how and why some historical events, people, situations and changes have been interpreted differently

Begin to be able to evaluate these interpretations

Compare accounts of events from different sources – fact or fiction

Offer some reasons for different versions of events

Historical Enquiry

Begin to evaluate sources as part of an enquiry

Ask and answer significant questions of sources in context

Begin to identify primary and secondary sources

Select relevant sections of information

Begin to address questions about cause, change, similarity, difference and significance

Continuity and Change

Describe and make links between different events, changes and situations across periods and societies

Cause and Consequence

Examine causes and results of great events and the impact on people

Begin to understand how factors causing an event are interrelated

Identify changes within and across periods

Give some reasons for, and results of, the main events and changes studied and why people in the past acted as they did

Significance

Explaining the contribution of a significant person, event and development within a period/context

Year 6

Knowledge/Context/Perspective

Chronology

Be able to place events, people and changes within a chronological framework

Use the chronological framework of British history fluently – e.g. Stone Age to present

Place current study on time line in relation to other and previous studies

Note trends over time

Establish clear narratives within and across periods of study

Make links between comparisons between different times in the past noting connections and contrasts over time

Historical Terms

Use dates and terms and conventions appropriately – e.g. era, period, medieval, prehistoric, industrial revolution, Georgian etc.

Interpretation

Understand and explain how and why some historical events, people, situations and changes have been interpreted differently and give reasons why

Be able to analyse and evaluate these interpretations explaining and justifying reasons

Link sources and work out how conclusions were arrived at

Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

Be aware that different evidence will lead to different conclusions

Historical Enquiry

Independently evaluate sources as part of an enquiry

Ask and answer significant questions of sources in context

Collect and record information and draw conclusions

Identify sources for an investigation being able to justify reasons why and begin to consider their bias and appropriateness

Use a range of primary and secondary sources to find out about an aspect of time past

Suggest omissions and the means of finding out

Continuity and Change

Describe and make links between main events, changes and situations within and across different periods and societies

Cause and Consequence

Analyse and give reasons for historical events, situations and changes. Identify a range of contributory factors for a given event

Write an alternative explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

Significance

Explain the legacy of a significant person, event and development

Understand that this changes through time

