

Gwinear School Non-Negotiables

History skills should be taught when linked to projects where possible to ensure real world application.



Key Skills
 Developed knowledge of chronology
 Significant events in Britain's history

History

	POLDHU	KYNANCE		GODREVVY		RINSEY	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological events	Put significant events in their lives in order. Begin to understand past and present.	Put things in order Significant to themselves.	Put things in order within the topic.	Order events over a larger timescale. Saxons/dark ages/Romans Mesasoic Era/stone age/iron/Bronze	Beginning to think about the impact of historical events and people- WW1-solider study	Shows some understanding and talks with some clarity about the impact of historical events.	Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.
Use of sources	Ask questions to find out more about People or photographs. Say own opinions and ideas.	People, photographs, Personal Opinions and facts.	Offers opinions and facts with some reasoning.	Distinguishing between fact and opinions and given reasons. King Arthur myths or facts	Be able to understand the difference between primary and secondary sources- WW1 and titanic research	Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these. subject.	Understand the methods of historical enquiry, including how it is used to make historical claims.
Historical Enquiry	Ask questions to find out more information.	Who? Where? When? Why?	Answer simple questions relating to the topic.	Children pose own questions to gain an understanding of the topic.- Interview of 100 year old person	Generate purposeful questions.- Interview of 100 year old person	Begin to use questions to understand significant events.	Identify significant events, make connections, draw contrast and analyse trends
Analyse and evaluate the impact of significant people/events in history	Begin to talk about why something has happened showing their understanding.	To talk simply about why something happened.	Explore a particular event and how it affected people at the time.	Question why something happened and how it impacted people.- Titanic/WW1	Question why something happened and how it impacted people long term.- Why the mines closed	A detailed study of a particular famous person and their historical legacy. David Attenborough	A detailed study of a particular famous person (Churchill) and their historical legacy from at least two different points of view. (David Attenborough)
Vocabulary	Past, Present, Future Use and understand meanings of words related to topic.	Past, present, future Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)	Language specific to topic (e.g. mummified)- Mesozoic Era	Language specific to topic (e.g. mummified)- Mesozoic Era	Language specific to topic (e.g. mummified) World Wars	Language specific to topic (e.g. mummified) World wars African culture/ dream significance

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Historical timeline:

FS:

Events within living memory-
Historic Lincoln, the place where I live.
The royal family/ Kings and Queens.

KS1:

Changes within living memory.

Events from the past centuries e.g. *The Great fire of London, The first Airplane flight (nationally or globally)*

Significant individuals from the past to compare life in different periods e.g. *Kings and Queens, Explorers e.g. Christopher Columbus and Neil Armstrong.*

Florence Nightingale, Mary Seacole, Rosa Parks.

Historical events, people and places in their locality e.g. *The history of Lincoln, Hartsholme Park etc.*

LKS2;

Britain stone age to iron age/celts e.g. early hunter-gatherers, early farmers, bronze age, iron age

The Roman Empire and its impact on Britain e.g. *Influence on Lincoln could be a focus, culture and beliefs, roman inventions, Boudica, Julius Caesar etc.*

Local history study e.g. *Ireland, Scotland, Famous invasions or a significant sites in British history.*

Ancient Greece e.g. a study of achievements and their influence on the western world.

UPKS2:

Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066. E.g. *Case studies on changing monarchs, Changes in social history i.e, crime and punishment, turning points in British history- the first railways, the battle of Britain, the great wars.*

Earliest civilizations – e.g. *Inca's, Aztecs.*

Non-European society to provide contrasts e.g. *Mayan Civilization, African civilizations.*