

## Dobwalls School Curriculum Tracking – History Years 1-6

Concepts: perspectives, continuity and change, cause and effect, significance

Objective: UNDERSTANDING	Date Assessed:	Limited Understanding	Able to mimic this with help	Off the gap list! Can explain and apply this	Can reason with this and use it in any context
<b>PERSPECTIVES – historical skills</b>					
<b>Y1 Perspectives:</b> Understands that some things in the past were different from today. Can illustrate this from artefacts, pictures, stories and online sources about the past					
<b>Y2 Perspectives</b> Understands that people have different views from each other now and they did in the past as well. They can illustrate this by comparing artefacts, pictures, stories and online sources to answer historical questions					
<b>Y3 Perspectives</b> Understands you need to use a range of sources to capture different views about history and get a better picture. Can use example sources to explain their understanding.					
<b>Y4 Perspectives</b> Understands how to ask and answer historical questions. Refer to a number of sources, finding similarities and differences between the sources and drawing conclusions.					
<b>Y5 Perspectives:</b> Understand rigor and confidence in relation to historical claims. Can show understanding of how to use evidence to support a claim or not support a claim.					
<b>Y6 Perspectives:</b> Can show their understanding of ‘Relevant’ by constructing informed responses that involve thoughtful selection and organisation of relevant historical information					

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<b>Y6 Perspective:</b> Develop perspective and judgement by weighing evidence, sifting arguments and explain how/why contrasting arguments and interpretations of the past exist: WW1 and propaganda					
<b>Y6 Perspectives:</b> Demonstrates a deep understanding of historical perspectives. For example can make connections between local, national and international history: a non-European society that provides contrast with British history: Mayan Civilisation c. AD 900					
<b>CONTINUITY AND CHANGE – understanding then and now</b>					
<b>Y1 Continuity and change</b> Understands there have been changes within living memory: toys, homes					
<b>Y2 Continuity and change</b> Understands the concept of the timescales beyond living memory and can show this by placing key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods: change in holidays					
<b>Y3 Continuity and change</b> Can use understanding of chronology of change to predict where on a timeline you might place the Stone age, iron age in Britain and Ancient Egypt.					
<b>Y4 Continuity and change</b> Can use the concept of a timeline and changes in culture to estimate key events in Britain’s settlement by Anglo-Saxons: culture focus					
<b>Y5 Continuity and change</b> Shows understanding of chronology by using logic to propose key dates in Cornish Industry and construct viable narratives around this					

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<b>CAUSE AND EFFECT – understanding the effect and impact of historical events</b>					
<b>Y1 Cause and effect:</b> Understand the basic concept of one thing causing another.					
<b>Y2 Cause and effect</b> Understand that there is a need to suggest causes for historical events. For example is curious to understand the causes of the great fire of London					
<b>Y3 Cause and effect</b> Can use their knowledge of Cornish Mining to suggest changes this industry could have caused to happen.					
<b>Y4 Cause and effect</b> Understand how Britain has influenced and been influenced by the wider world: The Romans					
<b>Y5 Cause and Effect</b> Understands how lots of different factors can work together to cause a change.: Vikings and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor					
<b>Y6 Cause and effect:</b> Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts: The Shang Dynasty of Ancient China					
<b>SIGNIFICANCE – factual knowledge of place and time and commemoration</b>					
<b>Y1 Significance</b> Develop understanding of local history e.g. historical events, people and places: Grace Darling – RNLI					
<b>Y2 Significance</b> Describe key people from the past who have contributed to national and international achievements and understand their significance: Mother Teresa and Florence Nightingale					

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<b>Y5 Significance:</b> Examine different aspects of history eg social, cultural, political and religious: Ancient Greece					
<b>Y5 Significance:</b> Explore trends, looking at continuity/change and similarity /difference/significance: Ancient Greece					