

Strand	Discoverers	Innovators	Pioneers
<p>Range of historical knowledge</p>	<p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. The impact of plastics on our way of living.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally. The Great Fire of London; Shackleton and Scott's race to the South Pole.</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Newton, Flemming, Anning, Curie, Armstrong.</p> <p>Pupils should be taught about significant historical events, people and places in their own locality. Cornish castles; John Wesley and Cornish Methodism.</p>	<p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. History of aviation; Trevithick and Brunel and the industrial revolution.</p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p> <p>Pupils should be taught about the Roman Empire and its impact on Britain.</p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Pupils should be taught about a local history study. Victorian life in Cornwall.</p>	<p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Alan Turing and the Enigma Code – WWII.</p> <p>Pupils should be taught about 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.</p> <p>Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Pupils should be taught about a non-European society that provides contrasts with British history – Mayan civilization c. AD 900.</p>
<p>Chronological understanding</p>	<p>Sequence events in their life. Describe memories of key events in their lives. Compare with others.</p> <p>Understand time in terms of days, weeks and years.</p> <p>Know there is a past to explore and you can talk to people about past experiences.</p> <p>Recognise that memories of key events in their lives may be different compared to those of older people.</p> <p>Sequence artefacts such as toys, from distinctly different periods of time and explain reasoning.</p> <p>Sequence photographs of their lives and discuss how things change over time.</p>	<p>Place events from period studied on a timeline of British history.</p> <p>Use terms related to the period of study and begin to date events.</p> <p>Sequence several events or artefacts.</p> <p>Understand terms such as BC/AD, Century, decade, millennium, era.</p>	<p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past and understand key periods such as Pre-history, Ancient, Medieval, Victorian and Modern times</p> <p>Place current study on timeline in relation to other studies.</p> <p>Sequence up to 10 events on a timeline</p>
<p>Historical enquiry</p>	<p>Recognise that historians collect evidence from the past and use detective skills to understand it.</p> <p>Find answers to simple questions about the past using sources of information such as non-fiction texts and artifacts.</p> <p>Look at evidence from the past, particularly photographs and discuss different possible interpretations.</p> <p>Understand collections are held in museums and produce their own mini museum with labels and information.</p>	<p>Observe a range of sources such as eye witness accounts and diary entries; historical text books; photographs and artefacts.</p> <p>Notice small details in artefacts and pictures.</p> <p>Interpret artefacts with some logic and relation to past experience.</p> <p>Distinguish between fact and fiction.</p> <p>Select and record relevant information.</p>	<p>Observe and review a range of evidence, evaluating the usefulness of different sources such as eye witness accounts and diary entries; historical text books; photographs and artefacts.</p> <p>Link sources to interpretations, explaining how the person reviewing the source reached their conclusion.</p> <p>Recognise that our interpretation of the past can change.</p> <p>Consider the accuracy of interpretations and compare different versions of the same story.</p> <p>Use the library and internet for independent research.</p> <p>Distinguish between primary and secondary sources.</p> <p>Collect learning gathered from a range of sources and communicate this in a fluent account.</p>



History Skills Progression at Nansledan School

