



<p>H1- Skill - Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>(ALL THEMES)</p>	<p>H1 - Skill – Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it</p> <p>(ALL THEMES)</p>	<p>H4- Skill -: Describe significant historical events, using the key points and facts.</p> <p>(TOWERS, TUNNELS AND TURRETS) (BRIGHT LIGHTS, BIG CITY) (MOON ZOOM) (LAND AHOY) (SUPERHEROES)</p>	<p>H4 – Skill - Describe and explain the importance of significant historical events.</p> <p>(TOWERS, TUNNELS AND TURRETS) (BRIGHT LIGHTS, BIG CITY) (MOON ZOOM) (LAND AHOY) (SUPERHEROES)</p>	<p>H8 - Skill – Order information on a timeline</p> <p>(STREET DETECTIVES) (MOON ZOOM)</p>	<p>H8 - Skill – Sequence significant information in chronological order.</p> <p>(STREET DETECTIVES) (MOON ZOOM)</p>	<p>H 10 - Skill – Create stories, pictures, independent writing and role play about historical events, people and periods.</p> <p>(ALL THEMES)</p>	<p>H10 - Skill – Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p>(ALL THEMES)</p>
<p>H2 – Skill -Ask and answer historical questions using what, where, when (such as What was it like for people? When did this happen)</p> <p>(ALL THEMES)</p>	<p>H2 – Skill -Ask and answer historical questions using how and why? (such as How did they use this object? Why did they do that?)</p> <p>(ALL THEMES)</p>	<p>H5- Skill - Describe significant people from the past who have contributed to national and international achievements</p> <p>(MEMORY BOX) (TOWERS, TUNNELS AND TURRETS) (SUPERHEROES) (LAND AHOY) (SPLENDID SKIES) (BRIGHT LIGHT, BIG CITY) (MOON ZOOM)</p>	<p>H5 - Skill – Describe and explain the importance of significant individual’s achievements from the past and how they have impacted on modern day.</p> <p>(MEMORY BOX) (TOWERS, TUNNELS AND TURRETS) (SUPERHEROES) (LAND AHOY) (SPLENDID SKIES) (BRIGHT LIGHTS, BIG CITY) (MOON ZOOM)</p>	<p>H9: Skill - Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, last week, last year, years ago and a long time ago).</p> <p>(ALL THEMES)</p>	<p>H10: Skill - Use the historical terms year, decade and century.</p> <p>(ALL THEMES)</p>		



<p>H3 - Skill – Use sources to Identify similarities and differences between ways of life within or beyond living memory.</p> <p>(STREET DETECTIVES) (BRIGHT LIGHTS, BIG CITY)</p>	<p>H3 - Skill – Use a variety of sources to compare and contrast how life has changed within or beyond living memory.</p> <p>Knowledge and Understanding – Identifying similarities and differences help us to make comparisons between life now and in the past.</p> <p>(STREET DETECTIVES) (BRIGHT LIGHTS, BIG CITY)</p>	<p>H6 - Skill – Identify and explore the importance of local events, people and places, including recalling their own memories.</p> <p>(STREET DETECTIVES)</p>	<p>H6 - Skill – Describe and explain the importance of local events, people and places, including recalling their own memories.</p> <p>(STREET DETECTIVES)</p>				
		<p>H7: Skill – Describe aspects of everyday life within or beyond living memory</p> <p>(STREET DETECTIVES) (BRIGHT LIGHTS, BIG CITY)</p>	<p>H7 Skill – Describe the everyday lives of people in a period within or beyond living memory.</p> <p>(STREET DETECTIVES) (BRIGHT LIGHTS, BIG CITY)</p>				

Hierarchy of Skills: History- Lower Key Stage 2			
Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically



Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
<p>H1 – Skill - Use evidence to ask historical questions such as ‘how’, ‘why’ and ‘to what extent’ and respond to historically valid questions.</p> <p>(ALL THEMES)</p>	<p>H1 - Skill – Use evidence to ask well composed historically valid questions about changes over time and suggest or plan ways to answer them.</p> <p>(ALL THEMES)</p>	<p>H5: Describe changes that have happened and impacted on the local area</p> <p>(URBAN PIONEERS) (TRADERS AND RAIDERS)</p>	<p>H5: Describe changes that have happened and impacted on the local area</p> <p>(URBAN PIONEERS) (TRADERS AND RAIDERS)</p>	<p>H9 – Skill - Place events, artefacts and historical figures on a time line using dates</p> <p>(ALL THEMES).</p>	<p>H9 – Skill - Chronologically sequence significant historical events on a time line whilst understanding this represents change over time.</p> <p>(ALL THEMES).</p>	<p>H11- Skill -Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>(TRIBAL TALES) (I AM WARRIOR!)</p>	<p>H11- Skill – Use more complex historical terms such as invasion and monarchy to explain and present historical information.</p> <p>(TRIBAL TALES) (I AM WARRIOR!)</p>
<p>H2 - Skill – Explore sources to find evidence for historical enquiries.</p> <p>(ALL THEMES)</p>	<p>H2 – Skill – Analyse a range of sources to find evidence to gain a more accurate understanding of history.</p> <p>(ALL THEMES)</p>	<p>H6- Skill - Give an overview of everyday life and changes in lifestyle for people living in Britain from ancient until medieval times, through Roman Empire, Stone Age & Iron Age.</p> <p>(TRADERS AND RAIDERS) (TRIBAL TALES) (I AM WARRIOR!)</p>	<p>H6 – Skill - Skill – Summarise everyday life and the changes in lifestyle in Britain from ancient until medieval times through Roman Empire, Stone Age & Iron Age.</p> <p>TRADERS AND RAIDERS) (TRIBAL TALES) (I AM WARRIOR!)</p>	<p>H10 - Skill – Use historical terms to describe different periods of time.</p> <p>(ALL THEMES)</p>	<p>H10: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>(ALL THEMES)</p>	<p>H12 - Skill – Present a thoughtful selection of relevant information in a historical report or an in-depth study.</p> <p>(ALL THEMES)</p>	<p>H12 - Skill – Make choices about the best way to present historical accounts and information</p> <p>(ALL THEMES)</p>
<p>H3 - Skill – Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>(ALL THEMES)</p>	<p>H3 - Skill – Identify bias in primary and secondary sources.</p> <p>(ALL THEMES)</p>	<p>H7 – Describe the achievements of significant historical people, leaders and societies.</p> <p>(ALL THEMES)</p>	<p>H7 – Construct a narrative of the achievements of significant historical people, leaders and societies.</p> <p>(ALL THEMES)</p>				
<p>H4 - Skill – Describe how a significant event or person in British history</p>	<p>H4 - Skill – Explain the cause, consequence and impact of historical events.</p>	<p>H8: Describe and explain the social, ethnic, cultural or religious diversity of past.</p>	<p>H8: Analyse the social, ethnic, cultural or religious diversity of past.</p>				



changed or influenced how people live today. (ALL THEMES)	(ALL THEMES)	(ALL THEMES)	(ALL THEMES)				
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Hierarchy of Skills: History- Upper Key Stage 2

Investigate and interpret the past		Build an overview of world history		Understand chronology		Communicate historically	
Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6
H1 – Ask questions to analyse an artefact or historical source. (A CHILD’S WAR) (PHAROAHS) (OFF WITH HER HEAD)	H1 - Skill – Ask perceptive questions to evaluate an artefact or historical source. (A CHILD’S WAR) (PHAROAHS) (OFF WITH HER HEAD)	H4 - Skill – Investigate evidence of invasion and settlement in the locality. (SOW, GROW AND FARM) (A CHILD’S WAR)	H4- Skill – Present an in-depth study of a local town or city, suggesting how to source the required information. (SOW, GROW AND FARM) (A CHILD’S WAR)	H10 - Skill – Sequence and make connections between periods of world history on a timeline. (A CHILD’S WAR) (PHAROAHS) (OFF WITH HER HEAD) (TOMORROW’S WORLD)	H10 - Skill – Articulate and present a clear, chronological world history narrative within and across historical periods studied. (A CHILD’S WAR) (PHAROAHS) (OFF WITH HER HEAD) (TOMORROW’S WORLD)	H12- Skill – Articulate and organise important information and detailed historical accounts using topic related vocabulary (A CHILD’S WAR) (PHAROAHS) (OFF WITH HER HEAD) (SOW, GROW AND FARM) .	H12- Skill – Use abstract terms to express historical ideas and information. (A CHILD’S WAR) (PHAROAHS) (OFF WITH HER HEAD) (SOW, GROW AND FARM) .
H2 Skill – Use a range of historical sources or artefacts to build a picture of a historical event or person. (A CHILD’S WAR) (PHAROAHS) (OFF WITH HER HEAD)	H2 – Skill - Use sources of information to analyse, hypothesise and justify claims about the past. (A CHILD’S WAR) (PHAROAHS) (OFF WITH HER HEAD)	H5: Skill – Create an in-depth study of life in Britain in a time period beyond 1066. (OFF WITH HER HEAD) (A CHILD’S WAR) (TIME TRAVELLERS)	H5 -Skill – Create an in-depth study of the characteristics, life and importance of a time period in Britain beyond 1066. (OFF WITH HER HEAD) (A CHILD’S WAR) (TIME TRAVELLERS)	H11 – Skill - Use historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. (ALL THEMES)	H11- Skill - Use a wide range of historical vocabulary to communicate about chronology. (ALL THEMES)	H13- Use literacy, numeracy and IT skills to present information and ideas. (A CHILD’S WAR) (PHAROAHS) (OFF WITH HER HEAD)	H13- Skill - Use original ways to present information and ideas. (A CHILD’S WAR) (PHAROAHS) (OFF WITH HER HEAD)
H3 - Skill – Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy,	H3 - Skill – Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.	H6- Skill – Create an in-depth study of the life in an ancient civilisation or society before 1066. (PHAROAHS)	H6 - Skill – Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics,				



<p>identify bias and form balanced arguments.</p> <p>(A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD)</p>	<p>(A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD)</p>		<p>hierarchy) before 1066.</p> <p>(PHAROAHS)</p>				
		<p>H7- Skill – Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>(A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD) (HOLA MEXICO)</p>	<p>H7 - Skill – Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p> <p>(A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD) (HOLA MEXICO)</p>				
		<p>H8 - Skill – Describe and explain the significance of a historical person, event, discovery or invention in history.</p> <p>(PHAROAHS) (OFF WITH HER HEAD) (TIME TRAVELLERS) (DARWIN@S DELIGHTS)</p>	<p>H8 - Skill – Analyse and evaluate the significance of a historical person, event, discovery or invention in history.</p> <p>(PHAROAHS) (OFF WITH HER HEAD) (TIME TRAVELLERS) (DARWIN@S DELIGHTS)</p>				
		<p>H9 -Skill – Compare and contrast an aspect of history across two or more periods studied.</p> <p>(PHAROAH) (TIME TRAVELLERS)</p>	<p>H9 – Skill – Compare and contrast aspects of history across a range of time periods.</p> <p>(PHAROAH) (TIME TRAVELLERS)</p>				

Spalding St Paul's Primary

