

CPJA - HUMANITIES: SKILLS AND TOPICS

From Sept 2016

An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes. The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences. The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources. The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments. A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

History Topics/Content	YEAR 3 HISTORY KEY SKILLS	
<p style="text-align: center;"><u>History Aims</u></p> <p>Pupils show a developing sense of chronology by realising that the past can be divided into different periods of time.</p> <p>Pupils show their recognition of some of the similarities and differences between these periods and by their use of dates and terms.</p> <p>Pupils should describe some of the main events, people and changes. Pupils should give some reasons for and the consequences of the main events and changes</p> <p>Pupils should show some understanding that aspects of the past have been represented and interpreted in different ways.</p> <p>Pupils begin to select and combine information from different sources.</p> <p>Pupils begin to produce structured work, making appropriate use of dates and terms.</p>	<p style="text-align: center;"><u>Possible Enquiry Questions</u></p> <p>Changes in Britain from Stone age to Iron age.</p> <p>Would you rather live in the stone age, bronze age or Iron age? Looking at houses, how they lived etc.</p> <p style="text-align: center;">British Settlements by the Anglo-Saxons and Scots</p> <p style="text-align: center;">Ancient Sumer</p>	<p style="text-align: center;"><u>Year 3 History Key Skills</u></p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> •Can they describe events and periods using the words: BC, AD and decade? •Can they describe events from the past using dates when things happened? •Can they describe events and periods using the words: ancient and century? •Can they use a timeline within a specific time in history to set out the order things may have happened? •Can they use their mathematical knowledge to work out how long ago events would have happened? <p><u>Knowledge and Interpretation</u></p> <ul style="list-style-type: none"> •Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? •Can they begin to picture what life would have been like for the early settlers? •Can they recognise that Britain has been invaded by several different groups over time? •Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? •Can they suggest why certain events happened as they did in history? •Can they suggest why certain people acted as they did in history? <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> •Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? •Can they use various sources of evidence to answer questions? •Can they use various sources to piece together information about a period in history? •Can they research a specific event from the past? •Can they use their 'information finding' skills in writing to help them write about historical information? •Can they, through research, identify similarities and differences between given periods in history? <p><u>Challenge Objectives</u></p> <ul style="list-style-type: none"> •Can they set out on a timeline, within a given period, what special events took place? •Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? •Can they appreciate that war/s would inevitably have brought much distress and bloodshed? they have an appreciation that wars start for specific reasons and can last for a very long time? •Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? •Can they begin to use more than one source of information to bring together a conclusion about an historical event? •Can they use specific search engines on the Internet to help them find information more rapidly?

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History Topics/Content	YEAR 4 HISTORY KEY SKILLS
<p><u>. History Aims</u></p> <p>Pupils show a developing sense of chronology by realising that the past can be divided into different periods of time.</p> <p>Pupils show their recognition of some of the similarities and differences between these periods and by their use of dates and terms.</p> <p>Pupils should describe some of the main events, people and changes. Pupils should give some reasons for and the consequences of the main events and changes</p> <p>Pupils should show some understanding that aspects of the past have been represented and interpreted in different ways.</p> <p>Pupils begin to select and combine information from different sources.</p> <p>Pupils begin to produce structured work, making appropriate use of dates and terms.</p>	<p><u>Possible Enquiry Questions</u></p> <p>Roman Empire and its impact on Britain</p> <p style="padding-left: 40px;">Local study</p> <p style="padding-left: 40px;">The Shang</p> <p>(or link Shang who were a bronze age society and compare with Bronze age Britain- include Asia in the curriculum and how it has developed)</p> <p style="padding-left: 40px;">Ancient Egypt</p>
	<p><u>Year 4 History Key Skills</u></p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> •Can they plot recent history on a timeline using centuries? •Can they place periods of history on a timeline showing periods of time? •Can they use their mathematical skills to round up time differences into centuries and decades? <p><u>Knowledge and Interpretation</u></p> <ul style="list-style-type: none"> •Can they explain how events from the past have helped shape our lives? •Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? •Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? •Do they recognise that the lives of wealthy people were very different from those of poor people? •Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> •Can they research two versions of an event and say how they differ? •Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? •Can they give more than one reason to support an historical argument? •Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? <p><u>Challenge Objectives</u></p> <ul style="list-style-type: none"> •Can they use their mathematical skills to help them work out the time differences between certain major events in history? •Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? •Can they recognise that people's way of life in the past was dictated by the work they did? •Do they appreciate that the food people ate was different because of the availability of different sources of food? •Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? •Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?

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History Topics/Content	YEAR 5 HISTORY KEY SKILLS
<p data-bbox="197 268 349 292"><u>History Aims</u></p> <p data-bbox="56 331 443 499">Pupils develop a chronologically secure factual knowledge and understanding of aspects of Britain, local and world history, establishing clear narratives within and across the periods they study.</p> <p data-bbox="56 507 443 643">Pupils use this knowledge to describe characteristic features of past and present societies and periods, and to identify changes within and across different periods.</p> <p data-bbox="56 651 443 762">Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p data-bbox="56 770 443 914">Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p data-bbox="56 922 443 1002">Pupils use this to describe features of past societies and periods and make links between them.</p> <p data-bbox="56 1010 443 1241">Pupils should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving reasons for this. Pupils should begin to evaluate sources of information and identify those that are particularly useful for tasks.</p> <p data-bbox="56 1249 443 1361">Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p data-bbox="539 268 837 292"><u>Possible Enquiry Questions</u></p> <p data-bbox="645 331 768 355"><u>The Mayan</u></p> <p data-bbox="472 363 902 427">Follows on from Egyptians as they build pyramids and links to Rainforest.</p> <p data-bbox="488 467 887 563"><u>Significant point in British History</u> <u>Year 1- Transport (First Railways?)</u> <u>Year 2 Crime and punishment?</u></p> <p data-bbox="495 603 880 699"><u>Ancient Greeks - study of achievements and influence on the western world.- their legacy</u></p> <p data-bbox="931 268 1267 292"><u>Year 5 History Key Skills</u></p> <p data-bbox="931 300 1294 323"><u>Chronological Understanding</u></p> <ul data-bbox="931 339 2168 467" style="list-style-type: none">•Can they use dates and historical language in their work?•Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?•Can they use their mathematical skills to work out exact time scales and differences as need be? <p data-bbox="931 475 1317 499"><u>Knowledge and Interpretation</u></p> <ul data-bbox="931 507 2134 730" style="list-style-type: none">•Can they describe historical events from the different period/s they are studying/have studied?•Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?•Can they explain the role that Britain has had in spreading Christian values across the world?•Can they begin to appreciate that how we make decisions has been through a Parliament for some time?•Do they appreciate that significant events in history have helped shape the country we have today?•Do they have a good understanding as to how crime and punishment has changed over the years? <p data-bbox="931 738 1160 762"><u>Historical Enquiry</u></p> <ul data-bbox="931 770 2179 866" style="list-style-type: none">•Can they test out a hypothesis in order to answer a question?•Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? <p data-bbox="931 906 1205 930"><u>Challenge Objectives</u></p> <ul data-bbox="931 938 2179 1129" style="list-style-type: none">•Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.•Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?•Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?

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History Topics/Content		YEAR 6 HISTORY KEY SKILLS
<p><u>History Aims</u></p> <p>Pupils develop a chronologically secure factual knowledge and understanding of aspects of Britain, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils use this knowledge to describe characteristic features of past and present societies and periods, and to identify changes within and across different periods.</p> <p>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils use this to describe features of past societies and periods and make links between them.</p> <p>Pupils should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving reasons for this. Pupils should begin to evaluate sources of information and identify those that are particularly useful for tasks.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><u>Possible Enquiry Questions</u></p> <p>Benin 900AD</p> <p>Extends knowledge from Bronze age. Benin example of a successful affluent African society before the arrival of the Europeans. Comparison with Bronze age Britain and the Shang</p> <p>WW2</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p>Vikings: How bad were they?</p> <p>Enquiry Question One - What can we infer about the Weymouth Grave? Enquiry Question Two - What did archaeologists infer about the Weymouth Grave? Enquiry Question Three - Can we infer that the Weymouth Vikings were victims of Ethelred II? Enquiry Question Four and Assessed Outcome; How should the British Museum label the Weymouth Vikings? https://www.history.org.uk/primary/categories/315/module/7814/before-1066-all-that-transition-between-ks2-k/7819/e-what-can-we-infer-from-the-weymouth-grave</p>	<p><u>Year 6 History Key Skills</u></p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none">•Can they say where a period of history fits on a timeline?•Can they place a specific event on a timeline by decade?•Can they place features of historical events and people from past societies and periods in a chronological framework? <p><u>Knowledge and Interpretation</u></p> <ul style="list-style-type: none">•Can they summarise the main events from a specific period in history, explaining the order in which key events happened?•Can they summarise how Britain has had a major influence on world history?•Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?•Can they describe features of historical events and people from past societies and periods they have studied?•Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none">•Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?•Can they identify and explain their understanding of propaganda?•Can they describe a key event from Britain's past using a range of evidence from different sources? <p><u>Challenge Objectives</u></p> <ul style="list-style-type: none">•Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?•Can they suggest relationships between causes in history?•Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?•Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?•Can they suggest why there may be different interpretations of events?•Can they suggest why certain events, people and changes might be seen as more significant than others?•Can they pose and answer their own historical questions?

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