



	<p>At Briary School we believe in creating inquisitive historians who are able to make links between how the past has helped to create the world we know today. We awaken the children’s curiosity through engaging and practical lessons, bringing the past to life and encouraging them to become active and independent learners.</p> <p>We investigate the idea that history can be told from several viewpoints and that it is important to evaluate evidence in order to develop our own perspectives and judgement of events. We encourage children to think carefully and critically as they develop their own questions and research the past. We develop historical enquiry skills and build on knowledge gained in previous years to create an inquisitive historian, who has the building blocks of skills and knowledge in place to be able to assess and understand history.</p> <p>We use a wide range of resources including workshops, drama and historical artefacts to inspire historical inquiry. We support this with a variety of history-based school trips to local museums, historical sights and places of historical interest. Wherever relevant, we think about British Values and how these impact on events from the past.</p> <p>We aim to help the children develop their understanding of historical enquiry, including the use of evidence to make historical claims and how and why interpretations of the past may differ. Through the historical study of Britain and the wider world, we aim to develop children’s understanding of concepts such as chronology, continuity and change, cause and consequence and similarity and contrast.</p>						
Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Orders and sequences familiar events</p> <p>Talk about past and present events in their own lives and in the lives of family members</p>	<p>Sequence events or objects in chronological order.</p>	<p>Sequence artefacts closer together in time sequence events, sequence photos etc from different periods of their life.</p> <p>Describe memories of key events in lives.</p>	<p>Place the time studied on a time line and sequence events or artefacts.</p> <p>Use dates related to the passing of time.</p>	<p>Place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD.</p>	<p>Place current study on time line in relation to other studies know and sequence key events of time studied.</p> <p>Use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history.</p>	<p>Place current study on time line in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to ten events on a time line.</p>
Range and depth of historical knowledge	<p>Explains own knowledge and asks appropriate questions of others.</p> <p>Know about similarities and differences between themselves and others and among families, communities and traditions.</p>	<p>Begin to describe similarities and differences in artefacts.</p> <p>Why people did things in the past?</p> <p>Use a range of sources to find out characteristic features of the past.</p>	<p>Find out about people and events in other times through collections of artefacts.</p> <p>Confidently describe similarities and differences through drama – develop empathy and understanding (hot seating, sp. and listening).</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people’s actions.</p> <p>Understand why people may have had to do something.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied.</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write explanation of a past event in terms of cause and effect using</p>



				Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II).	Develop a broad understanding of ancient civilisations.	Compare an aspect of life with the same aspect in another period. Study an ancient civilization in detail (e.g. Benin, Shang Dynasty or Egypt).	evidence to support and illustrate their explanation Know key dates, characters and events of time studied Compare and contrast ancient civilisations.
Interpretations of history	Follow a story with pictures and/or props. Uses language to recreate roles and experiences in play situations. Talk about past and present events in their own lives and in the lives of family members.	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website.)	Compare pictures or photographs of people or events in the past. Be able to identify different ways to represent the past	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum, cartoons, etc.	Look at the evidence available begin to evaluate the usefulness of different sources. Use of textbooks and historical knowledge.	Compare accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events.	Link sources, work out how conclusions were arrived at, and consider ways of checking the accuracy of interpretations – fact, fiction and opinion. Be aware that different evidence will lead to different conclusions. Confident use of the library etc. for research.
Historical enquiry	Knows that information can be retrieved from books and computers. Respond to what they hear with relevant comments, questions or actions.	Sort artefacts “then” and “now”. Use as wide a range of sources as possible - speaking and listening (links to literacy). Ask and answer questions related to different sources and objects.	Use a source – why, what, who, how, where to ask questions and find answers. Sequence a collection of artefacts. Use of time lines discuss the effectiveness of sources.	Use a range of sources to find out about a period. Observe small details – artefacts, pictures select and record information relevant to the study. Begin to use the library, e-learning for research. Ask and answer questions.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library, e-learning for research.	Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. Select relevant sections of information. Confident use of library, e-learning, research.	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathering from several sources together in a fluent account.



<p>Organisation and communication</p>	<p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Use past, present and future forms accurately when talking about events.</p>	<p>Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT</p>	<p>Class display/ museum annotated photographs ICT</p>	<p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, models</p>	<p>select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups</p>	<p>fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms- work independently and in groups showing initiative</p>	<p>select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations</p>
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