

THREE PEAKS PRIMARY ACADEMY – HISTORY

	Year 1 Skills	Year 1 Language	Year 2 Skills	Year 2 Language
Investigating and Interpreting the Past	<ul style="list-style-type: none"> -Gain an initial understanding about the past through looking at pictures, videos and artefacts. -Make broad comparisons about how life is different. -Match objects to people of different ages. -Ask questions the past. 	What, Where, When, similar, different	<ul style="list-style-type: none"> -Identify the similarities and differences through the ways of life through pictures, videos and artefacts. -Make comparisons about how life is different. 	What, Where, When, Why, Punch and Judy, Pier, Coast, Promenade, Victorians
Building an Overview of World History	<ul style="list-style-type: none"> -Gain an initial understanding about the past through looking at pictures, videos and artefacts. -Make broad comparisons about how life is different. -Match objects to people of different ages. -Ask questions the past. 	Tim Peake, Mary Anning, Grace Darling, Helen Sharman.	-Use sources to answer questions.	Samuel Pepys, Gunpowder Plot, Guy Fawkes, Danger, Moat, Battlements, Portcullis, Dungeon, Turrets, Drawbridge, Parliament, Significant
Understanding Chronology	<ul style="list-style-type: none"> -Sequence artefacts from different periods of time. -Place up to 4 events from different time periods on a timeline. 	Year, Timeline, Long Ago,	<ul style="list-style-type: none"> -Sequence artefacts closer together in time. - Place events that are closer together in time on a timeline. 	Chronological order, 1666
Communicating Historically	-Communicate historical events through discussions, drawings or writing.	A long time ago, Recently, When my relatives were young, because	-Communicate historical events through discussions, drawings, writing or making models.	Years, because, recently, after that.

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	Year 3 Skills	Year 3 Language	Year 4 Skills	Year 4 Language
Investigating and Interpreting the Past	-Identify the differences through the ways of life through pictures, videos and artefacts. -Understand and ask questions about artefacts and their significance.	Stone Age, Iron Age, Bronze Age, Anno Domini (A.D), Before Christ (B.C),	-Identify the differences through the ways of life and make similarities and differences through pictures, videos, artefacts and books. -Use resources to explore and build an understanding of what the past was like. -Ask informed questions about the past.	Anno Domini (A.D) and Before Christ (B.C), Victorians.
Building an Overview of World History	-Use sources to find out about a period of time.	Palaeolithic, Mesolithic, Neolithic, Early Man, Stonehenge, Hunter-Gatherer, Skara Brae, Nomadic, Archaeology, Mine. Aztecs, Mayans.	-To offer a reasonable explanation for events.	Vikings, Romans, Centurion, Legion, empire, emperor, gladiator, raid, burial, Standard bearer, Bezerker, Saxons, Ethelred, Lindisfarne, Settlements, Ranulph Fiennes, Explorer, invaders, Aethelfleda
Understanding Chronology	-Place events from a period studied on a timeline.	Thousand of years, Millennium, Anno Domini (A.D), Before Christ (B.C), Archaeology, 1500, 1900	-Place events from a period studied on a timeline.	Millennium, Thousands of years, Anno Domini (A.D), 1837 - 1901
Communicating Historically	-Communicate historical events through discussions, drawings, writing or making models.	Perhaps, could be, this suggests, may be	-Communicate historical events through discussions, drawings, writing, making models or ICT. -Recall, select and organise historical information.	suggests, my conclusion is, infer, justify, impact.

	Year 5 Skills	Year 5 Language	Year 6 Skills	Year 6 Language
Investigating and Interpreting the Past	<ul style="list-style-type: none"> -Begin to recognise primary and secondary sources. -To use photos, maps and databases to construct an understanding of the locality and how it has changed over time. – -Compare between different times in the past. 	Ancient Egypt, Ancient Greece, Tamworth, Mountaineering, primary source, secondary source,	<ul style="list-style-type: none"> -Recognise primary and secondary sources. -Bring together knowledge from several sources together in a fluent account. 	World War Two, Great Britain, primary source, secondary source.
Building an Overview of World History	<ul style="list-style-type: none"> -To use the library and a range of sources to gather information using the internet and books. -Begin to consider accuracy of interpretations and whether something is fact or fiction and opinion. 	Howard Carta, Tutankhamun, Mallory and Irvine, King Penda, Alfred the Great, Aethelfleda, Samuel Parkes, Robert Peel	<ul style="list-style-type: none"> -To confidently use the library and internet for research. -Consider and critically analyse the accuracy of interpretations and whether something is fact or fiction and opinion. -Be aware that evidence leads to different conclusions. 	Home front, propaganda, evacuees, Germany, England, Auschwitz, allies, axis, appeasement, treaty, Home Guard, decade, movement, culture, fashion, leisure.
Understanding Chronology	<ul style="list-style-type: none"> -To know and sequence key events on a timeline. 	1920s, 626AD-655AD, 757-796AD, 1854.	<ul style="list-style-type: none"> -Sequence up to ten events on a timeline. -Place current study on a timeline in relation to other studies. 	1939-1945
Communicating Historically	<ul style="list-style-type: none"> -Communicate historical events through discussions, drawings, writing, making models or ICT. -Recall, select and organise historical information. 	This source doesn't show that, this source suggests, could have been, might have been, however, on the other hand	<ul style="list-style-type: none"> -Communicate historical events through discussions, drawings, writing, making models or ICT. -Recall, select and organise historical information. 	This source suggests that, this source doesn't show, I can infer that, my conclusion is that, reliability, bias