



	By the end of <b>Reception</b> children should be able to...	By the end of <b>year 1</b> children should be able to...	Children exceeding year related expectations should:
<b>Historical Knowledge</b>	<p>Use everyday language related to time</p> <p>Order and sequence familiar events</p> <p>Describe main story settings, events and principal characters</p> <p>Talk about past and present events in their own lives and lives of family members</p> <p>Label timelines with long time ago , old and new</p>	<p><b>1. <u>Constructing the past</u></b></p> <p>Describe historical events and significant people from the past who contributed to national and international achievements. Eg Fire of London</p> <p>Describe themes, events and people from family, local, national and global history</p> <p><b>2. <u>Sequencing the past</u></b></p> <p>Sequence artefacts and events on a timeline</p> <p>Sequence photos etc from different periods of their life</p> <p>Label time lines with words or phrases such as: now, then, past, present, old, new, older and newer.</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>
<b>History Concepts</b>	<p><b><u>3.Change and development</u></b></p> <p>know about similarities and differences between themselves and others and among families, communities and traditions</p>	<p><b><u>3.Change and development</u></b></p> <p>identify similarities and differences between ways of life in different periods</p> <p>Study changes within living memory</p>	

	<p><b><u>4.Cause and effect</u></b></p> <p>Question why things happen and give explanations</p> <p><b><u>5. Significance and interpretations</u></b></p> <p>Recognise and describe special times or events for family or friends</p>	<p><b><u>4.Cause and effect</u></b></p> <p>Use a range of sources eg stories, letters, diaries etc to describe key features, similarities and differences of historical events or historical people</p> <p>Know about changes within living memory</p> <p><b><u>5.Significance and interpretations</u></b></p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>identify similarities and differences between ways of life in different periods</p> <p>know how the past is represented in different ways</p> <p>Show an understanding of the concept of nation and a "National History".</p>	
<p>Historical Enquiry</p>	<p>be curious about people and show interest in answers</p> <p>Answer how and why questions in response to stories or events</p> <p>explain own knowledge and understanding</p> <p>ask appropriate questions</p>	<p><b><u>6.Planning and carrying out a historical enquiry</u></b></p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Use appropriate historical vocabulary</p>	

	<p>know that information can be retrieved from books and computers</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the difference between fact and fiction.</p> <p><b><u>7.Uses sources as evidence</u></b></p> <ul style="list-style-type: none"><li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li></ul>	
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	By the end of <b>Year 1</b> children should be able to...	By the end of <b>year 2</b> children should be able to...	Children exceeding year related expectations should:
<b>Historical Knowledge</b>	<p><b>1. <u>Constructing the past</u></b></p> <p>Describe historical events and significant people from the past who contributed to national and international achievements. Eg Fire of London</p> <p>Describe themes, events and people from family, local, national and global history</p> <p>Describe and recount changes that have occurred in their own lives from photos, stories, adults talking about the past</p> <p><b>2. <u>Sequencing the past</u></b></p> <p>Sequence artefacts and events on a timeline</p> <p>Sequence photos etc from different periods of their life</p> <p>Label time lines with words or phrases such as: now, then, past, present, old, new, older and newer.</p>	<p><b>1. <u>Constructing the past</u></b></p> <p>Describe historical events and significant people from the past who contributed to national and international achievements.</p> <p>Describe themes, events and people from family, local, national and global history</p> <p>Describe and recount changes that have occurred in their own lives from photos, stories, adults talking about the past, newspapers and other sources.</p> <p><b>2. <u>Sequencing the past</u></b></p> <p>Place artefacts and events in order on a timeline using dates</p> <p>Sequence photos , events, people etc from different periods of their life on a timeline</p> <p>Label time lines with words or phrases such as: decades, centuries, dates, BCE, AD</p> <p>Use words such as recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>

History Concepts	<p><b>3. <u>Change and development</u></b></p> <p>identify similarities and differences between ways of life in different events, different historical people</p> <p>Study changes within living memory</p> <p><b>4. <u>Cause and effect</u></b></p> <p>Use a range of sources eg artefacts, stories, letters, diaries, adults who experienced... etc to describe key features, similarities and differences of historical events or historical people</p> <p>Know about changes within living memory</p> <p><b>5. <u>Significance and interpretations</u></b></p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>identify similarities and differences between ways of life in different periods</p> <p>know how the past is represented in different ways</p> <p>Show an understanding of the concept of nation and a "National History".</p>	<p><b>3. <u>Change and development</u></b></p> <p>identify similarities and differences between ways of life in different periods, different events, different historical people</p> <p>Describe memory of key events within living memory</p> <p><b>4. <u>Cause and effect</u></b></p> <p>Use a range of sources eg artefacts, stories, letters, diaries, adults who experienced ... etc to describe key features, similarities and differences of historical periods, events or historical people and explain reasons why people acted the way they did</p> <p>Know about changes and key historical events within living memory</p> <p><b>5. <u>Significance and interpretations</u></b></p> <p>Know that there are reasons why people in the past acted as they did. Be able to give own reasons as to why people acted the way they did</p> <p>identify similarities and differences between ways of life in different periods,</p> <p>know how the past is represented in different ways and these can be fact or fiction</p> <p>Show an understanding of the concept of nation and a "National History"</p>	
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<b>Historical Enquiry</b>	<p><b>6. <u>Planning and carrying out a historical enquiry</u></b></p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Use appropriate historical vocabulary</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the difference between fact and fiction.</p> <p><b>7. <u>Uses sources as evidence</u></b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> </ul>	<p><b>6. <u>Planning and carrying out a historical enquiry</u></b></p> <p>Ask questions such as: What was it like for people? What happened? How long ago? Why did it happen? What caused ..? Who caused ..? What if ...?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past and find answers to questions about the past</p> <p>Use appropriate historical vocabulary</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Know the difference between fact and fiction.</p> <p>Know difference between opinion and fact</p> <p><b><u>7.Uses sources as evidence</u></b></p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Can say whether the source was useful or not useful to answer historical questions</p>	
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## Greenholm Primary School

## Programme of Study for History

	By the end of <b>Year 2</b> children should be able to...	By the end of <b>year 3</b> children should be able to...	Children exceeding year related expectations should:
<b>Historical Knowledge</b>	<p><b>1. <u>Constructing the past</u></b></p> <p>Describe historical events and significant people from the past who contributed to national and international achievements.</p> <p>Describe themes, events and people from family, local, national and global history</p> <p>Describe and recount changes that have occurred in their own lives from photos, stories, adults talking about the past, newspapers and other sources.</p> <p><b>2. <u>Sequencing the past</u></b></p> <p>Place artefacts and events in order on a timeline using dates</p> <p>Sequence photos , events, people etc from different periods of their life on a timeline</p> <p>Label time lines with words or phrases such as: decades, centuries, dates, BCE, AD</p> <p>Use words such as recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p><b>1. <u>Constructing the past</u></b></p> <p>give chronologically accurate details about key events in local, British and world history</p> <p><b>2. <u>Sequencing the past</u></b></p> <p>Place some events, objects, periods, eras linked to local, British and world history in order on a timeline using dates</p> <p>Label time lines with words or phrases such as: decades, centuries, dates, millennium, BCE, AD, prehistory, modern history, time period, era, change, chronology.</p> <p>Understand the concept of change in Britain, over time, from the Stone Age to the Iron Age and represent stone age, bronze ag, Roman Era on a time line correctly.</p> <p>Place events, artefacts and historical figures linked to eras studied on a time line using dates, in relation to one-another.</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>

History Concepts	<p><b>3. <u>Change and development</u></b></p> <p>identify similarities and differences between ways of life in different periods, different events, different historical people</p> <p>Describe memory of key events within living memory</p> <p><b>4. <u>Cause and effect</u></b></p> <p>Use a range of sources eg artefacts, stories, letters, diaries, adults who experienced ... etc to describe key features, similarities and differences of historical periods, events or historical people and explain reasons why people acted the way they did</p> <p>Know about changes and key historical events within living memory</p> <p><b>5. <u>Significance and interpretations</u></b></p> <p>Know that there are reasons why people in the past acted as they did. Be able to give own reasons as to why people acted the way they did</p> <p>identify similarities and differences between ways of life in different periods,</p> <p>know how the past is represented in different ways and these can be fact or fiction</p> <p>Show an understanding of the concept of nation and a "National History"</p>	<p><b><u>3.Change and development</u></b></p> <p>describe similarities, differences and changes occurring within LKS2 topics eg Romans and Stone Age to Iron Age and life in Britain. Describe the characteristic features of the past, including houses and settlements, buildings and their uses, culture and leisure activities, clothes, way of life and actions of people, ideas, beliefs, attitudes and experiences of men, women and children, difference between rich and poor,</p> <p>Use evidence to find out how any of these may have changed during a time period</p> <p>Show changes on a timeline</p> <p><b><u>4.Cause and effect</u></b></p> <p>Describe some effects and causes of the events studied in topics</p> <p><b><u>5.Significance and interpretations</u></b></p> <p>Explain distinctive and significant events and people from the historical eras studied</p> <p>Know about different sources of evidence - primary sources, secondary sources</p> <p>Know about bias and factual sources ,</p> <p>Know you need to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p>	
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		Suggest causes and consequences of some of the main events and changes in history during the periods/ civilisations that they have studied.	
Historical Enquiry	<p><b>6. <u>Planning and carrying out a historical enquiry</u></b></p> <p>Ask questions such as: What was it like for people? What happened? How long ago? Why did it happen ? What caused .. ? Who caused ..? What if ...?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past and find answers to questions about the past</p> <p>Use appropriate historical vocabulary</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Know the difference between fact and fiction.</p> <p>Know difference between opinion and fact</p> <p><b>7. <u>Uses sources as evidence</u></b></p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Can say whether the source was useful or not useful to answer historical questions</p>	<p><b>6. <u>Planning and carrying out a historical enquiry</u></b></p> <p>Use books, internet, pictures, photos, artefacts, buildings, clothes, visits, primary sources and secondary sources to collect information about the historical period studied</p> <p>Ask questions to find out answers to historical enquiry :How did people...? What did people do for...? How long ago? Why did it happen ? What caused .. ? Who caused ..? What if ...?</p> <p><b>7. <u>Uses sources as evidence</u></b></p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	



## Greenholm Primary School

## Programme of Study for History

	By the end of <b>Year 3</b> children should be able to...	By the end of <b>year 4</b> children should be able to...	Children <i>exceeding year related expectations</i> should:
<b>Historical Knowledge</b>	<p><b>1. <u>Constructing the past</u></b></p> <p>give chronologically accurate details about key events in local, British and world history</p> <p>Understand the concept of change in Britain, over time, from the Stone Age to the Iron Age and represent stone age, bronze ag, Roman Era on a time line correctly.</p> <p><b>2. <u>Sequencing the past</u></b></p> <p>Place some events, objects, periods, eras linked to local, British and world history in order on a timeline using dates</p> <p>Label time lines with words or phrases such as: decades, centuries, dates, millennium, BCE, AD, prehistory, modern history, time period, era, change, chronology.</p> <p>Place events, artefacts and historical figures linked to eras studied on a time line using dates, in relation to one-another.</p>	<p><b>1. <u>Constructing the past</u></b></p> <p>describe and explain key facts about the historical era studied</p> <p>Know how Britain,changed over time within the historical era studied and record changes on a time line correctly.</p> <p><b>2. <u>Sequencing the past</u></b></p> <p>Place some events, objects, periods, eras linked to local, British and world history in order on a timeline using dates</p> <p>Label time lines with words or phrases such as: decades, centuries, dates, millennium, BCE, AD, prehistory, modern history, time period, era, change, chronology, before, during</p> <p>Divide recent history into centuries - present- 21<sup>st</sup> century; and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries</p> <p>Place events, artefacts and historical figures linked to eras studied on a time line using dates, in relation to one-another.</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'</p>

<b>History Concepts</b>	<p><b><u>3.Change and development</u></b></p> <p>describe similarities, differences and changes occurring within LKS2 topics eg Romans and Stone Age to Iron Age and life in Britain. Describe the characteristic features of the past, including houses and settlements, buildings and their uses, culture and leisure activities, clothes, way of life and actions of people, ideas, beliefs, attitudes and experiences of men, women and children, difference between rich and poor,</p> <p>Use evidence to find out how any of these may have changed during a time period</p> <p>Show changes on a timeline</p> <p><b><u>4.Cause and effect</u></b></p> <p>Describe some effects and causes of the events studied in topics</p> <p><b><u>5.Significance and interpretations</u></b></p> <p>Explain distinctive and significant events and people from the historical eras studied</p> <p>Know about different sources of evidence - primary sources, secondary sources</p> <p>Know about bias and factual sources ,</p> <p>Know you need to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p><b><u>3.Change and development</u></b></p> <p>show knowledge and understanding of similarities, differences and changes occurring within LKS2 topics. Describe the characteristic features of the past and why things , including houses and settlements, buildings and their uses, culture and leisure activities, clothes, way of life and actions of people, ideas, beliefs, attitudes and experiences of men, women and children, difference between rich and poor,</p> <p>Use evidence to give reasons of how any of these may have changed during a time period</p> <p><b><u>4.Cause and effect</u></b></p> <p>Describe how some of the past events/people affect life today</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p><b><u>5.Significance and interpretations</u></b></p> <p>Explain distinctive and significant events and people from the historical eras studied</p> <p>Know about different sources of evidence - primary sources, secondary sources</p> <p>Know about bias and factual sources ,</p> <p>Know you need to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Give reasons why there may be different accounts of history</p>	
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	<p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Suggest causes and consequences of some of the main events and changes in history during the periods/ civilisations that they have studied.</p>	<p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Suggest causes and consequences of some of the main events and changes in history during the periods/ civilisations that they have studied.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<p><b><u>6.Planning and carrying out a historical enquiry</u></b></p> <p>Use books, internet, pictures, photos, artefacts, buildings, clothes, visits, primary sources and secondary sources to collect information about the historical period studied</p> <p>Ask questions to find out answers to historical enquiry :How did people...? What did people do for...? How long ago? Why did it happen ? What caused .. ? Who caused ...? What if ...?</p> <p><b><u>7.Uses sources as evidence</u></b></p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p><b><u>6.Planning and carrying out a historical enquiry</u></b></p> <p>Use books, internet, pictures, photos, artefacts, buildings, clothes, visits, primary sources and secondary sources to collect information about the historical period studied</p> <p>Use evidence to ask questions and find answers to questions about the past</p> <p>understands the difference between primary and secondary sources of evidence</p> <p>Ask questions to find out answers to historical enquiry :How did people...? What did people do for...? How long ago? Why did it happen ? What caused .. ? Who caused ...? What if ...? What was it like for ...? What was it like during ...? How would you have felt if ...? What would have happened if ...?</p> <p><b><u>7.Uses sources as evidence</u></b></p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <ul style="list-style-type: none"> <li>• Suggest suitable sources of evidence for historical enquiries</li> </ul>	



## Greenholm Primary School

## Programme of Study for History

	By the end of <b>Year 4</b> children should be able to...	By the end of <b>year 5</b> children should be able to...	Children <b>exceeding year related expectations</b> should:
<b>Historical Knowledge</b>	<p><b>1. <u>Constructing the past</u></b></p> <p>describe and explain key facts about the historical era studied</p> <p>Know how Britain, changed over time within the historical era studied and record changes on a time line correctly.</p> <p><b>2. <u>Sequencing the past</u></b></p> <p>Place some events, objects, periods, eras linked to local, British and world history in order on a timeline using dates</p> <p>Label time lines with words or phrases such as: decades, centuries, dates, millennium, BCE, AD, prehistory, modern history, time period, era, change, chronology, before, during</p> <p>Divide recent history into centuries - present- 21<sup>st</sup> century; and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries</p> <p>Place events, artefacts and historical figures linked to eras studied on a time line using dates, in relation to one-another.</p>	<p><b>1. <u>Constructing the past</u></b></p> <p>describe and explain key facts about the historical era studied</p> <p>Know how Britain, changed over time within the historical era studied and record changes on a time line correctly.</p> <p><b>2. <u>Sequencing the past</u></b></p> <p>Place current area of study on timeline in relation to other historical periods and order on a timeline using dates and terms accurately</p> <p>Label time lines with words or phrases such as: decades, centuries, dates, millennium, BCE, AD, prehistory, modern history, time period, era, change, chronology, before, during, Tudors, Stuarts, Victorians, stone age, Romans, Greeks, Vikings, era, period, legacy,</p> <p>Divide recent history into centuries - present- 21<sup>st</sup> century; and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>

		Place events, artefacts and historical figures linked to eras studied on a time line using dates, in relation to one-another.	
<b>History Concepts</b>	<p><b><u>Change and development</u></b></p> <p>show knowledge and understanding of similarities, differences and changes occurring within LKS2 topics. Describe the characteristic features of the past and why things , including houses and settlements, buildings and their uses, culture and leisure activities, clothes, way of life and actions of people, ideas, beliefs, attitudes and experiences of men, women and children, difference between rich and poor,</p> <p>Use evidence to give reasons of how any of these may have changed during a time period</p> <p><b><u>4.Cause and effect</u></b></p> <p>Describe how some of the past events/people affect life today</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p><b><u>5.Significance and interpretations</u></b></p> <p>Explain distinctive and significant events and people from the historical eras studied</p> <p>Know about different sources of evidence - primary sources, secondary sources . Know about bias and factual sources ,</p>	<p><b><u>Change and development</u></b></p> <p>show knowledge and understanding of similarities, differences and changes occurring within UKS2 topics. Describe the characteristic features of the past and why things , including houses and settlements, buildings and their uses, culture and leisure activities, clothes, way of life and actions of people, ideas, beliefs, attitudes and experiences of men, women and children, difference between rich and poor,</p> <p>Compare historical events with those of the other areas of interest around the world</p> <p>Use evidence to give reasons of how any of these may have changed during a time period</p> <p><b><u>4.Cause and effect</u></b></p> <p>explain the role and significance of different causes and effects of the main events, situations and changes in the historical periods studied</p> <p>Describe with detail how some of the past events/people affect life today</p> <p><b><u>5.Significance and interpretations</u></b></p> <p>Explain distinctive and significant events and people from the historical eras studied</p>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of a theme/ element of life in Britain.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times; drawing on prior learning.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the characteristic features of their focus periods/civilisations from the past, including ideas, beliefs, cultural diversity, attitudes and experiences of men, women and children.</li> </ul>

	<p>Know you need to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Give reasons why there may be different accounts of history</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Suggest causes and consequences of some of the main events and changes in history during the periods/ civilisations that they have studied.</p>	<p>Know about different sources of evidence - primary sources, secondary sources . Know difference between bias and factual sources ,</p> <p>Know you need to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Give reasons and significance of why there may be different accounts of history</p> <p>Compare some of the times studied with those of other areas of interest around the world and identify significance</p> <p>Suggest causes and consequences of some of the main events and changes in history during the periods/ civilisations that they have studied.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Historical Enquiry</b></p>	<p><b><u>6.Planning and carrying out a historical enquiry</u></b></p> <p>Use books, internet, pictures, photos, artefacts, buildings, clothes, visits, primary sources and secondary sources to collect information about the historical period studied</p> <p>Use evidence to ask questions and find answers to questions about the past. understands the difference between primary and secondary sources of evidence</p> <p>Ask questions to find out answers to historical enquiry :How did people...? What did people do for...? How long ago? Why did it happen ? What caused .. ? Who caused ..? What if ...? What was it like for ...? What was it like during ...? How would you have felt if ...? What would have happened if ...?</p>	<p><b><u>6.Planning and carrying out a historical enquiry</u></b></p> <p>Use books, internet, pictures, photos, artefacts, buildings, clothes, visits, primary sources and secondary sources to collect information about the historical period studied</p> <p>Use evidence to ask questions and find answers to questions about the past. understands the difference between primary and secondary sources of evidence</p> <p>Ask questions to find out answers to historical enquiry :How did people...? What did people do for...? How long ago? Why did it happen ? What caused .. ? Who caused ..? What if ...? What was it like for ...? What was it like during ...? How would you have felt if ...? What would have happened if ...?</p>	<ul style="list-style-type: none"> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> </ul>



	<p><b><u>7. Uses sources as evidence</u></b></p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <ul style="list-style-type: none"> <li>• Suggest suitable sources of evidence for historical enquiries</li> </ul>	<p><b><u>7. Uses sources as evidence</u></b></p> <p>understands that no single source of evidence gives the full answer to questions about the past</p> <p>Use sources of evidence to deduce information about the past</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest suitable sources of evidence for historical enquiries</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p>	
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## Greenholm Primary School

## Programme of Study for History

	By the end of <b>Year 5</b> children should be able to...	By the end of <b>year 6</b> children should be able to...	<b>Children exceeding year related expectations should:</b>
<b>Historical Knowledge</b>	<p>1. <b><u>Constructing the past</u></b></p> <p>describe and explain key facts about the historical era studied</p> <p>Know how Britain, changed over time within the historical era studied and record changes on a time line correctly.</p>	<p>1. <b><u>Constructing the past</u></b></p> <p>describe and explain key facts about the historical era studied</p> <p>use timelines to place events, periods and cultural movements from British history and global history</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>

	<p><b>2. <u>Sequencing the past</u></b></p> <p>Place current area of study on timeline in relation to other historical periods and order on a timeline using dates and terms accurately</p> <p>Label time lines with words or phrases such as: decades, centuries, dates, millennium, BCE, AD, prehistory, modern history, time period, era, change, chronology, before, during, Tudors, Stuarts, Victorians, stone age, Romans, Greeks, Vikings, era, period, legacy,</p> <p>Divide recent history into centuries - present- 21<sup>st</sup> century; and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries</p> <p>Place events, artefacts and historical figures linked to eras studied on a time line using dates, in relation to one-another.</p>	<p><b>2. <u>Sequencing the past</u></b></p> <p>Place current area of study on timeline in relation to other historical periods and order on a timeline using dates and terms accurately</p> <p>Label time lines with words or phrases such as: decades, centuries, dates, millennium, BCE, AD, prehistory, modern history, time period, era, change, chronology, before, during, Tudors, Stuarts, Victorians, stone age, Romans, Greeks, Vikings, era, period, legacy,</p> <p>Divide recent history into centuries - present- 21<sup>st</sup> century; and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries</p> <p>Place events, artefacts and historical figures linked to eras studied on a time line using dates, in relation to one-another.</p>	
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**History Concepts**

Change and development

show knowledge and understanding of similarities, differences and changes occurring within UKS2 topics. Describe the characteristic features of the past and why things , including houses and settlements, buildings and their uses, culture and leisure activities, clothes, way of life and actions of people, ideas, beliefs, attitudes and experiences of men, women and children, difference between rich and poor,

Use evidence to give reasons of how any of these may have changed during a time period

Compare historical events with those of the other areas of interest around the world

4.Cause and effect

explain the role and significance of different causes and effects of the main events, situations and changes in the historical periods studied

Describe with detail how some of the past events/people affect life today

5.Significance and interpretations

Explain distinctive and significant events and people from the historical eras studied

Know about different sources of evidence - primary sources, secondary sources . Know difference between bias and factual sources ,

Know you need to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Give reasons and significance of why there may be different accounts of history

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Use evidence to give reasons of how any of these may have changed during a time period and back up with evidence

Compare historical events with those of the other areas of interest around the world

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Explain distinctive and significant events and people from the historical eras studied

Know about different sources of evidence - primary sources, secondary sources . Know difference between bias and factual sources ,

Know you need to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Give reasons and significance of why there may be different accounts of history

	<p>Compare some of the times studied with those of other areas of interest around the world and identify significance</p> <p>Suggest causes and consequences of some of the main events and changes in history during the periods/ civilisations that they have studied.</p>	<p>Compare some of the times studied with those of other areas of interest around the world and identify significance</p> <p>Suggest causes and consequences of some of the main events and changes in history during the periods/ civilisations that they have studied.</p> <p>Knows and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history</p>	
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<b>Historical Enquiry</b>	<b><u>6.Planning and carrying out a historical enquiry</u></b>	<b><u>6.Planning and carrying out a historical enquiry</u></b>	
	<p>Use books, internet, pictures, photos, artefacts, buildings, clothes, visits, primary sources and secondary sources to collect information about the historical period studied</p> <p>Use evidence to ask questions and find answers to questions about the past. understands the difference between primary and secondary sources of evidence</p> <p>Ask questions to find out answers to historical enquiry :How did people...? What did people do for...? How long ago? Why did it happen ? What caused .. ? Who caused ..? What if ...? What was it like for ...? What was it like during ...? How would you have felt if ...? What would have happened if ...?</p>	<p>Use books, internet, pictures, photos, artefacts, buildings, clothes, visits, primary sources and secondary sources to collect information about the historical period studied</p> <p>Use evidence to ask questions and find answers to questions about the past using primary and secondary sources of evidence</p> <p>Ask questions to find out answers to historical enquiry :How did people...? What did people do for...? How long ago? Why did it happen ? What caused .. ? Who caused ..? What if ...? What was it like for ...? What was it like during ...? How would you have felt if ...? What would have happened if ...?</p>	
	<b><u>7.Uses sources as evidence</u></b>	<b><u>7.Uses sources as evidence</u></b>	
	<p>understands that no single source of evidence gives the full answer to questions about the past</p> <p>Use sources of evidence to deduce information about the past</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest suitable sources of evidence for historical enquiries</p>	<p>understands that no single source of evidence gives the full answer to questions about the past</p> <p>Use sources of evidence to deduce information about the past</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest suitable sources of evidence for historical enquiries</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Forms own opinions about historical events from a range of sources</p>	

