

Fairisle Junior School Overview of History Skills 2021-2022

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 3 Project:	<i>Plastic Sucks!</i>	<i>Going, Going Scone!</i>	<i>Misunderstood Monsters</i>	<i>Rocking Through Time</i>	<i>Groovy Greeks</i>	
Skills:	KS1 Recap and Revisit Chronological Understanding I am beginning to understand what chronology means. I can use simple words and phrases to discuss the past. I can explain why an event is significant (to me). I can sequence events (from my life) in chronological order.	KS1 Recap and Revisit Chronological Understanding I recognise that stories help us to understand the past. I can tell a story about the past. I can place events (that I have learnt about) on a time line in chronological order.		History – Stone Age to Iron Age Britain <i>Continue to develop chronological understanding by identifying changes and contrasts that happened during the Stone Age to the Iron Age.</i> I am beginning to explain events in history (using the language of time). I understand what century and decade means. I can use a timeline to put events in order. I can describe some changes that occurred over a period of time. I understand that events are significant if they resulted in change. I can know that sources reveal information about the past.	History – Ancient Greece <i>Exploring Greek life & achievements & how these influence our lives today, understanding timelines (BCE, CE)</i> I know am beginning to understand the difference between World and British History. I am learning the meaning of BCE (BC) and CE (AD). I can describe the main features of a period or civilisation. I am beginning to understand why it is difficult to know about the past. I can ask questions about the past. <i>e.g. 'How did people...? What did people...?'</i> I can give simple explanations of why there might be more than one version of an event. I can use evidence to describe the past.	
Year 4 Project:	<i>Journey to the Jungle</i>	<i>You're Gonna Hear Me Roar</i>	<i>I Came, I Saw, I Conquered</i>	<i>Mummy Mayhem</i>	<i>A Taste of Paradise</i>	<i>Bright Sparks</i>
Skills:			History – Romans <i>The Roman Empire and its impact on Britain</i> I understand the meaning of AD (CE) and BC (BCE). I can order significant events from the past on a timeline and begin to understand that historical periods overlap each other. I am beginning to understand the difference between primary and secondary sources. I can describe changes at in history and explain why they might be connected. I can describe the cause of change and its consequences. I can identify the significance of a period in history on life today. I can collect information from a range of sources and identify them as primary or secondary. I understand that historical understanding is changes.	History – The Egyptians <i>Achievements of early civilisations</i> I can use words and phrases such as BC, AD, after, before and during. I understand the difference between primary and secondary sources. I can give simple explanations to why everyone in the past did not live in the same way. I can identify ideas, beliefs, attitudes and experiences of men, women and children from the past. I can describe how different interpretations of the past might occur. I can begin to pose questions based on the evidence I have been given.		

Year 5 Project:	<i>To Infinity & Beyond</i>	<i>The End of the World?</i>	<i>Crime & Punishment</i>	<i>The Rainbow Bridge</i>	<i>Down by the River</i>	<i>Guilty or not guilty?</i>
Skills:		<p>History/Geography – South America and the Mayans <i>A study of a non-European society (Mayans) that provides contrasts with British history To locate countries and cities within South America and describe features studied. with British history</i></p> <p>I can place civilisations and periods in chronological order <i>(and demonstrate my understanding of duration)</i>. I understand that some civilisations in different parts of the world have some similarities. I can identify similarities and differences between civilisations and periods studied previously. I can explain and give examples of connections between ancient civilisations and life today. I can use primary and secondary sources to make judgements <i>(about the significance of events, people and developments within a historical period)</i>. I can construct arguments about events, periods and civilisations - What happened to the ancient Maya?</p>	<p>History – Crime & Punishment <i>A study of British history (extending beyond 1066): crime & punishment</i></p> <p>I understand and can accurately use words such as century, decade, BCE (BC), CE (AD), after, before and during. I understand the duration between some civilisations. I can identify similarities and differences between civilisations. I can give simple explanations <i>(using evidence and examples)</i> of why change occurred. I understand that there is usually more than one reason that change occurs. I understand that different accounts of the past emerge for various reasons <i>(– different people interpret events in different ways)</i>. I understand that some interpretations are more reliable than others. I am beginning to gather and interpret information to form an opinion. I can pose questions about the past and explain (with examples) why a source might be reliable.</p>	<p>History – Anglo-Saxons, Scots & Vikings Geography – Types of settlements <i>Chronological understanding Viking raids and invasions and resistance by Alfred the Great.</i></p> <p>I can independently sequence historical periods and describe them using the language of time. I understand that past civilisations overlap and can explain why <i>(recap time line of Stone Age to Iron Age Britain, Romans and Egyptians)</i>. I can identify and make links between a civilisation and others studied previously. I can give explanations using evidence and examples of why change happened during different events/periods. I understand that there is usually more than one reason that change occurs. I understand that change does not always impact on everyone in the same way. I can use primary and secondary sources to make judgements <i>(about the significance of events, people and developments within a historical period)</i>. I can construct simple arguments about events based on the evidence I have.</p>		

Year 6 Project:	<i>I'm a Survivor!</i>	<i>Keep Calm and Carry On</i>	<i>The Show Must Go On</i>	
Skills:	<p>History – Local <i>A local study tracing how several aspects of national history are reflected in Southampton</i></p> <p>I can form my own enquiry based on my own question. I can generate my own questions about the history of the local area. I can explain the change and continuity of aspects of our local area. I can make links between different historical events.</p>	<p>History – Local Study of the War Years <i>Continue to develop chronology, devising historically valid questions, using a range of sources, studying local history during the war years</i></p> <p>I can accurately place civilisations and periods studied in chronological order and demonstrate my understanding of duration. I can explain the causes and consequence of historical events on the past and the present. I can make informed judgements about the historical significance of an event and justify my opinions using a range of evidence and sources. I understand that historical significance changes over time. I can question the reliability of sources taking in to consideration why different sources may give conflicting information. I understand that interpretations can be questioned and interpretation can be argued. I understand that changes in different places and periods can be connected.</p>		

Progression in history skills key (seven aspects of historical enquiry):

Chronology

Characteristics and features

Change and continuity

Cause and consequence

Significance

Interpretation

Historical enquiry