

Subject: **History**

Phase: **KS1**

Attitudes	Key Skills	Strategies	Evidence
<p>A love of the past</p> <p>Inquisitiveness (<i>yes, it is a word</i>) about historical events</p>	<p>All of these skills should feature in <b>every</b> topic; take one for each lesson and if others happen coincidentally, so much the better. (Key skills in <b>bold</b>, key tenets of history in <i>italics</i>)</p>	<ul style="list-style-type: none"><li>• Use 'What, where, who, when, why' questions</li><li>• Discuss why an event matters:<ul style="list-style-type: none"><li>• To people now</li><li>• To people at the time (empathy)</li><li>• To important people (e.g. kings/queens) at the time</li></ul></li><li>• Use artefacts to prompt curiosity (e.g. picture or historical artefact [<i>'What is this object?'</i>])?</li><li>• Does your unit include a visit to:<ol style="list-style-type: none"><li>1. a historical location;</li><li>2. a museum?</li></ol></li><li>• Use timelines</li><li>• In the main, teach in chronological order to foster an understanding of <i>cause and consequence</i> (not always possible/desirable).</li><li>• Use a variety of sources (e.g. paintings, photographs, simple diaries, maps etc).</li><li>• Use vocabulary cards for key terms, e.g. day, week, year, before, after, now, past, present etc. (<b>not</b> topic words, such as Caesar, Hampton Court, Blitz, etc).</li></ul>	<ul style="list-style-type: none"><li>• Formative: observation and questioning</li><li>• Summative: assessment of written/created work</li></ul>
	<p><b>SIGNIFICANCE</b></p> <ul style="list-style-type: none"><li>• <b>Identify</b> an important event or individual. <b>Say why</b> they are important.</li></ul>		
	<p><b>CAUSE AND EFFECT</b></p> <ul style="list-style-type: none"><li>• <b>Say why</b> events matter (e.g. why railways were a good and/or bad thing for society).</li></ul>		
	<p><b>SOURCES</b></p> <ul style="list-style-type: none"><li>• <b>Identify</b> possible sources (e.g. 'How do we know what happened in the past?').</li><li>• <b>Examine</b> historical sources (e.g. photographs, maps, newspapers, senior citizens).</li></ul>		
	<p><b>CHRONOLOGY</b></p> <ul style="list-style-type: none"><li>• <b>Put events in order</b> (e.g. identify 'past', 'present/now') and <b>explain</b> why.</li></ul>		

Subject:	<b>History</b>
Phase:	<b>KS2</b>

Attitudes	Key Skills	Strategies	Evidence
<p>A love of the past</p> <p>Inquisitiveness (<i>yes, it is a word</i>) about historical events</p>	<p>All of these skills should feature in <b>every</b> topic; take one for each lesson and if others happen coincidentally, so much the better.</p> <p>(Key skills in <b>bold</b>, key tenets of history in <i>italics</i>)</p>	<ul style="list-style-type: none"> <li>Use ‘What, where, who, when, why’ questions</li> <li>Does your unit include elements of:               <ol style="list-style-type: none"> <li><i>Cultural</i></li> <li><i>Military</i></li> <li><i>Political</i></li> <li><i>Economical</i></li> <li><i>Social</i></li> </ol>               importance (where applicable/relevant) top the events taught? If not, how can you include it?             </li> <li>Are you using ISM (initial stimulus material) to prompt discussion and curiosity (e.g. picture or historical artefact [<i>‘What is this object?’</i>])?</li> <li>Does your unit include a visit to:               <ol style="list-style-type: none"> <li>a historical location;</li> <li>a museum?</li> </ol> </li> <li>Use timelines – one to show world events the children <b>already</b> are aware of, and a second for the unit you are doing.</li> <li>In the main, teach in chronological order to foster an understanding of <i>cause and consequence</i> (not always possible/desirable, but usually).</li> <li>Use a variety of sources (e.g. newspapers, contemporary reports, paintings, photographs, diaries, maps etc).</li> <li>Use vocabulary cards for key historical terms, e.g. decade, millennium, settlement, etc. (<b>not</b> topic words, such as Caesar, Hampton Court, Blitz, etc).</li> </ul>	<ul style="list-style-type: none"> <li>Formative: observation and questioning</li> <li>Summative: assessment of written / created work</li> </ul> <p>In each case, children should be able to make a point, explain it, and give evidence for it.</p>
	<p><b>SIGNIFICANCE</b></p> <ul style="list-style-type: none"> <li>Identify the significance of historical events and individuals</li> </ul>		
	<p><b>CAUSE AND EFFECT</b></p> <ul style="list-style-type: none"> <li>Identify and understand the causes and consequences of events. Make connections between these and other events, and other subjects (e.g. geography).</li> </ul>		
	<p><b>SOURCES</b></p> <ul style="list-style-type: none"> <li><b>Identify</b> <i>primary and secondary sources</i> (in other words, was this written/painted/made at the time of the event, or afterwards?)</li> <li><b>Interpret</b> historical sources (primary and secondary) and <b>form a theory</b> about what happened. <b>Argue</b> a case based on historical evidence (and <b>understand</b> why there are differing interpretations).</li> </ul>		
<p><b>CHRONOLOGY</b></p> <ul style="list-style-type: none"> <li><b>Identify</b> the <i>chronology</i> of events (where an event or events occurs on a timeline of events children are <b>already</b> aware of - e.g. The Romans came before WWII)</li> </ul>			