

## Alverton Knowledge and Skills - History

**Key Knowledge and Skills**  
 Develop knowledge of chronology.  
 Using sources effectively.  
 Develop skills of enquiry, analysis and evaluation.

	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>Chronological Knowledge and Understanding</b>	Understand chronology and have an awareness of past and present.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Order events over a wider timescale and understand this.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Understand the impact of historical events, including in relation to other events and to the modern day.
<b>Use of Sources</b>	Understand that there are different ways that we find out about the past.	Use historical information. Understand that our knowledge of the past is constructed from a range of sources. Know the difference between primary and secondary sources.	Choose and use historical information. Use a variety of reliable sources to gain a deeper understanding. Compare historical sources and suggest the validity of these.
<b>Historical Enquiry</b>	Ask and answer simple historical questions relating to the topic using stories and other sources.	Answer and begin to ask historical questions.	Answer and ask historical questions about change, cause, similarity, difference and significance.
<b>Cause and Consequence</b>	Talk about why things happened and explain what happened as a result.	Recognise why people did things, why events happened and the consequences.	Identify, and give reasons for, results of historical events, situations and changes.
<b>Similarities / Differences</b>	Identify similarities and differences between ways of life in different periods.	Note connections and contrasts.	Connections, contrasts and trends over time.
<b>Significance</b>	Talk about who was important.	Identify historically significant people and events.	Identify and evaluate historically significant people and events.
<b>Vocabulary / Historical Terms</b>	Use language relating to the passing of time and historical terms.	Develop use of historical terms.	Develop appropriate use of historical terms.
<b>Breadth of Study</b>	<i>Changes in living memory. Significant events beyond living memory. Significant historical figures. Comparisons of life in different periods and identifying similarities and differences. Significant historical events, people and places in own locality.</i>	<i>To include: Stone Age to Iron Age A study of an Ancient Civilisation Ancient Greece A Non-European Society</i>	<i>To include: British History after 1066 Invaders and Settlers A Local History Study (World War II)</i>