

**Key Concepts – History**

	<b>Key Concepts</b>
<b>KS1</b>	<ul style="list-style-type: none"> <li>• Ask simple questions about a historical period such as; What happened? Who did this? When did this happen?</li> <li>• Use books, stories, pictures/photos as sources of information</li> <li>• Be aware of the past, using common words &amp; phrases relating to time</li> <li>• Identify similarities / differences between how we live now and how people lived in the past</li> <li>• Understand some ways we find out about the past</li> <li>• Sequence events or objects in chronological order</li> <li>• Compare pictures or photographs of people and events from the past</li> <li>• Use a simple timeline and move forwards and backwards along this</li> <li>• Find out about people and events in other times</li> <li>• Describe memories of key events in lives and order key events in own life.</li> </ul>
<b>Lower KS2</b>	<ul style="list-style-type: none"> <li>• Ask and respond to questions and offer their own ideas.</li> <li>• Use books, online sources, pictures and artefacts to make simple observations</li> <li>• Note connections and contrasts over time</li> <li>• Develop the appropriate use of historical terms such as BCE/AD</li> <li>• Analyse evidence and draw simple conclusions</li> <li>• Use and draw a simple timeline, focusing on chronological order.</li> <li>• Give reasons for their answers and justifications for why they think something (using historical evidence such as pictures).</li> <li>• Use terms related to the period and begin to date events</li> <li>• Place events on a time line</li> <li>• Select and record information relevant to the topic they are focusing on.</li> <li>• Display findings in a variety of ways</li> <li>• Work independently and in groups</li> </ul>
<b>Upper KS2</b>	<ul style="list-style-type: none"> <li>• Suggest questions for investigating.</li> <li>• Ask questions that require a judgement such as: Could this happened differently? Do you agree...?</li> <li>• Identify a primary and secondary source of evidence in their investigations.</li> <li>• Collect evidence unaided (either from reading or using the internet).</li> <li>• Understand that different versions of the past may exist, giving some reasons for this (e.g. by showing an awareness that different evidence may lead to different conclusions)</li> <li>• Use a timeline to estimate where different events would be placed, based on prior knowledge and known facts.</li> <li>• Note connections and contrasts and trends over time.</li> <li>• Consider and think about how issues and historical themes studied in a unit relate to their own experiences and the wider world as we know it today.</li> <li>• Use relevant dates and terms when discussing a certain period of history.</li> <li>• Use a range of sources to find out about an aspect of time past.</li> <li>• Plan and carry out individual and group investigations</li> <li>• Identify the accuracy of a piece of information – is it fact or fiction and opinion?</li> <li>• Communicate knowledge in a variety of ways</li> </ul>