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**Key Concepts – History**

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|  | **Key Concepts** |
| **KS1** | * Ask simple questions about a historical period such as; What happened? Who did this? When did this happen? * Use books, stories, pictures/photos as sources of information * Be aware of the past, using common words & phrases relating to time * Identify similarities / differences between how we live now and how people lived in the past * Understand some ways we find out about the past * Sequence events or objects in chronological order * Compare pictures or photographs of people and events from the past * Use a simple timeline and move forwards and backwards along this * Find out about people and events in other times * Describe memories of key events in lives and order key events in own life. |
| **Lower**  **KS2** | * Ask and respond to questions and offer their own ideas. * Use books, online sources, pictures and artefacts to make simple observations * Note connections and contrasts over time * Develop the appropriate use of historical terms such as BCE/AD * Analyse evidence and draw simple conclusions * Use and draw a simple timeline, focusing on chronological order. * Give reasons for their answers and justifications for why they think something (using historical evidence such as pictures). * Use terms related to the period and begin to date events * Place events on a time line * Select and record information relevant to the topic they are focusing on. * Display findings in a variety of ways * Work independently and in groups |
| **Upper KS2** | * Suggest questions for investigating. * Ask questions that requite a judgement such as: Could this happened differently? Do you agree…? * Identify a primary and secondary source of evidence in their investigations. * Collect evidence unaided (either from reading or using the internet). * 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) * Use a timeline to estimate where different events would be placed, based on prior knowledge and known facts. * Note connections and contrasts and trends over time. * 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. * Use relevant dates and terms when discussing a certain period of history. * Use a range of sources to find out about an aspect of time past. * Plan and carry out individual and group investigations * Identify the accuracy of a piece of information – is it fact or fiction and opinion? * Communicate knowledge in a variety of ways |