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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.
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| **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
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| **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
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