



St James' Church of England Primary School

Key Learning in History – Year 5 & Year 6



Chronology	Events, People and Changes	Communication
<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none">■ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).■ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.■ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.■ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>).■ Analyse connections, trends and contrasts over time.	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none">■ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.■ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.■ Establishing a narrative showing connections and trends within and across periods of study.■ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.■ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.	<ul style="list-style-type: none">■ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.■ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none">■ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.■ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.		<ul style="list-style-type: none">■ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.■ Begin to recognise why some events, people and changes might be judged as more historically significant than others.

<ul style="list-style-type: none">■ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.	
--	--