

History Skills (YEAR 5 and YEAR 6)					
	To investigate and interpret the past.	To understand chronology.	To build an overview of world history	To communicate historically	Vocabulary
KS2	<p>I can use sources of evidence to deduce information about the past.</p> <p>A- Time Tunnel A- Further afield B- Making the news</p>	<p>I identify change and continuity within and across different periods.</p> <p>A- Ancient Greeks A- Time Tunnel A- Further afield B- Making the news B- Monarchs</p>	<p>I can ask and answer historical questions, and can examine how sources affect how the past is represented.</p> <p>A- Time Tunnel A- Further afield B- Making the news B- Monarchs</p>	<p>I use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</p> <p>A- Ancient Greeks A- Time Tunnel A- Further afield B- Making the news B- Monarchs</p>	<p>chronological order era/period Ancient Greece Ancient Greek's century decade legacy</p>
	<p>I can select suitable sources of evidence, giving reasons for choices.</p> <p>A- Ancient Greeks A- Further afield</p>	<p>I identify where periods I have studied fit within a chronological framework.</p> <p>A- Ancient Greeks A- Further afield B- Making the news B- Monarchs</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>A- Time Tunnel A- Further afield B- Making the news</p>		<p>chronology</p>
	<p>I can use sources of information to form testable hypotheses about the past.</p> <p>A- Ancient Greeks B- Making the news</p>	<p>I can describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural)</p> <p>A- Ancient Greeks A- Time Tunnel A- Further afield B- Making the news B- Monarchs</p>	<p>I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>A- Ancient Greeks A- Time Tunnel A- Further afield B- Making the news B- Monarchs</p>		<p>social religious political technological cultural hypotheses</p>
	<p>I seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>A- Ancient Greeks A- Further afield B- Monarchs</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>A- Ancient Greeks A- Further afield B- Making the news B- Monarchs</p>			<p>sources architecture</p>

<p>I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>B- Monarchs</p>	<p>I recognise and describe change and continuity representing them, along with evidence, on a timeline.</p> <p>A- Further afield B- Making the news B- Monarchs</p>			<p>reliability propaganda empire</p>
<p>I understand that no single source of evidence gives the full answer to questions about the past.</p> <p>A- Ancient Greeks A- Further afield B- Monarchs B- Making the news</p>	<p>I can use dates and terms accurately in describing events. Including BC and AD</p> <p>A- Time Tunnel A- Further afield B- Making the news B- Monarchs</p>			<p>B.C.E Before the Common Era C.E Common Era B.C Before Christ</p>
<p>I refine my lines of enquiry as appropriate.</p> <p>A- Ancient Greeks A- Time Tunnel</p>	<p>I can identify connections and trends over time.</p> <p>A- Ancient Greeks A- Time Tunnel A- Further afield B- Making the news B- Monarchs</p>			<p>legacy</p>

A= Year A

B= Year B