



## Key Learning in History: Years 5 and 6

Chronology	Events, People and Changes	Communication
<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> <li>▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).</li> <li>▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.</li> <li>▪ 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>).</li> <li>▪ Analyse connections, trends and contrasts over time.</li> </ul>	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.</li> <li>▪ Establishing a narrative showing connections and trends within and across periods of study.</li> <li>▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</li> <li>▪ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</li> </ul>
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>▪ 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others.</li> </ul>	