

Key Learning in History: Years 5 and 6

Chronology	Events, People and Changes	Communication
Show their chronologically secure knowledge by: ▪ 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.	Show their knowledge and understanding of local, national and international history by: ▪ 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.	▪ 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		
▪ 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. ▪ 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.		▪ 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.