



Reeth Community Primary School and Gunnerside Methodist (VC) Primary School Federation

History

	Chronology	Sources and Evidence	Historical Interpretation and evaluation	Organisation and Communication of historical knowledge
Emergent	<ul style="list-style-type: none"> Understand the concept of the past. 	<ul style="list-style-type: none"> Use verbal and visual clues to understand past events. 	<ul style="list-style-type: none"> Understand the difference between fact and fantasy. 	<ul style="list-style-type: none"> 'Show and tell' using different historical media to support (e.g. photos, objects etc.) Talk in a group about past events
Early	<ul style="list-style-type: none"> Use the following common words and phrases relating to the passing of time: old / new, past, a long time ago, then / now, before / after, in the olden days. Place 5 events or people in a pictorial timeline applying previously learnt vocabulary. 	<ul style="list-style-type: none"> Understand that historical information can be gained from a range of sources. 	<ul style="list-style-type: none"> Begin to differentiate between fact and fantasy. Recount at least 3 facts from a historical event or life. Recognise at least 2 similarities and differences between life in different periods. 	<ul style="list-style-type: none"> 'Show and tell' using a given artefact or describe purpose of a provided artefact as part of a group. Within each topic ask and answer higher order questions to demonstrate understanding.
Middle	<ul style="list-style-type: none"> Put objects in chronological order within the History topic. Plot a timeline using given dates 	<ul style="list-style-type: none"> Gather information from a range of sources independently. 	<ul style="list-style-type: none"> Begin to differentiate between fact and opinion. Give facts based reasons why certain events happened and people acted the way they did. Look at two contrasting versions of events and explain how they are different and how they attempt to persuade or give a particular point of view. Make a comparison between 2 different historical periods, commenting on similarities and differences. 	<ul style="list-style-type: none"> Use a range of presentation media including I.C.T. to present historical knowledge. Present fact based information.
Later	<ul style="list-style-type: none"> Put historical periods in chronological order. 	<ul style="list-style-type: none"> Select relevant sources to use from a range provided. Understand the difference between primary and secondary sources. Begin to identify the source of information. 	<ul style="list-style-type: none"> Within each topic analyse the consequences of key events, actions of significant figures and developments. Give reasons why a particular event or person might be viewed and interpreted differently. Identify bias and possible motive behind sources of evidence. Describe different societies and periods from history and make links between features within and across different periods 	<ul style="list-style-type: none"> Select balanced, relevant information and presentation media to present historical knowledge. Begin to identify the source of information.
Extended	<ul style="list-style-type: none"> Understand how events in a timeline can influence each other. Demonstrate an understanding of simultaneous chronology around the world. 	<ul style="list-style-type: none"> Independently select own primary and secondary sources relevant to a chosen area of study. Identify the source of information. 	<ul style="list-style-type: none"> Research skills to construct an argument to support or refute a specific viewpoint. Confidently articulate the connections, contrasts and trends within periods and over increasingly longer arcs of time. 	<ul style="list-style-type: none"> Independently organise historical knowledge and deliver it to a specified audience in an appropriate way. Identify the source of information.