

## History at Crowmoor

	KS1	LKS2	UKS2
Historical Interpretations	<p>At Crowmoor, children by the end of Year 2 will:</p> <ul style="list-style-type: none"> <li>• start to compare two versions of a past event;</li> <li>• observe and use pictures, photographs and artefacts to find out about the past;</li> <li>• start to use stories or accounts to distinguish between fact and fiction;</li> <li>• explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	<p>At Crowmoor, children by the end of Year 4 will:</p> <ul style="list-style-type: none"> <li>• look at more than two versions of the same event or story in history and identify differences;</li> <li>• investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<p>At Crowmoor, children by the end of Year 6 will:</p> <ul style="list-style-type: none"> <li>• find and analyse a wide range of evidence about the past;</li> <li>• use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>• consider different ways of checking the accuracy of interpretations of the past;</li> <li>• start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>• show an awareness of the concept of propaganda;</li> <li>• know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>• begin to evaluate the usefulness of different sources.</li> </ul>

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Historical Investigations	<p>At Crowmoor, children by the end of Year 2 will:</p> <ul style="list-style-type: none"> <li>observe or handle evidence to ask simple questions about the past;</li> <li>observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p>At Crowmoor, children by the end of Year 4 will:</p> <ul style="list-style-type: none"> <li>use a range of primary and secondary sources to find out about the past;</li> <li>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>regularly address and sometimes devise own questions to find answers about the past;</li> <li>begin to undertake their own research.</li> </ul>	<p>At Crowmoor, children by the end of Year 6 will:</p> <ul style="list-style-type: none"> <li>recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>
Chronological Understanding	<p>At Crowmoor, children by the end of Year 2 will:</p> <ul style="list-style-type: none"> <li>sequence artefacts and events that are close together in time;</li> <li>order dates from earliest to latest on simple timelines;</li> <li>sequence pictures from different periods;</li> <li>describe memories and changes that have happened in their own</li> </ul>	<p>At Crowmoor, children by the end of Year 4 will:</p> <ul style="list-style-type: none"> <li>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<p>At Crowmoor, children by the end of Year 6 will:</p> <ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>accurately use dates and terms to describe historical events;</li> <li>understand and describe in some detail the main changes to an aspect</li> </ul>

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	<p>lives;</p> <ul style="list-style-type: none"> <li>• use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul>		<p>in a period in history;</p> <ul style="list-style-type: none"> <li>• understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>
<p>Knowledge and Understanding of Events, People and Changes in the Past</p>	<p>At Crowmoor, children by the end of Year 2 will:</p> <ul style="list-style-type: none"> <li>• recognise some similarities and differences between the past and the present;</li> <li>• identify similarities and differences between ways of life in different periods;</li> <li>• know and recount episodes from stories and significant events in history;</li> <li>• understand that there are reasons why people in the past acted as they did;</li> <li>• describe significant individuals from the past.</li> </ul>	<p>At Crowmoor, children by the end of Year 4 will:</p> <ul style="list-style-type: none"> <li>• note key changes over a period of time and be able to give reasons for those changes;</li> <li>• find out about the everyday lives of people in time studied compared with our life today;</li> <li>• explain how people and events in the past have influenced life today;</li> <li>• identify key features, aspects and events of the time studied;</li> <li>• describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p>At Crowmoor, children by the end of Year 6 will:</p> <ul style="list-style-type: none"> <li>• identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>• use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>• examine causes and results of great events and the impact these had on people;</li> <li>• describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>