**History Cycle A Skills**

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| **Skill Category** | **Year 3 and 4 Skills** | **Year 5 and 6 Skills** | **National curriculum link** |
| **Historical Enquiry** | Generate multiple questions to explore historical topics and choose those to investigate further. | Generate deeper, more analytical questions and identify broader themes for investigation (e.g., societal impact). | Ask perceptive questions and think critically about evidence |
| - Use artefacts, pictures, and simple texts to infer information about the past (e.g., Mayan writing). | - Analyze and interpret increasingly complex sources (e.g., Anglo-Saxon Chronicle, oral testimonies). | Use historical evidence to investigate and draw conclusions |
| - Consider the importance of preserving historical documents and artefacts. | - Evaluate the significance of key discoveries (e.g., Rosetta Stone, Tutankhamen’s tomb). | Understand methods of enquiry and how evidence builds knowledge of the past. |
| - Make suggestions about unresolved historical questions (e.g., why the Mayan civilization ended). | - Compare and contrast historical interpretations, making inferences using evidence (e.g., WW2 propaganda). | Discern connections, contrasts, and trends across periods and contexts. |
| **Historical Understanding** | - Explain societal structures (e.g., roles in Mayan society) and their significance (e.g., blood sacrifices). | - Analyze and compare the dynamics of different societies (e.g., Anglo-Saxons vs. Vikings). | Understand the diversity of societies and the complexity of historical change. |
| - Describe how major historical discoveries occurred (e.g., discovery of Mayan ruins, Sutton Hoo). | - Explain significant historical events in depth (e.g., Battle of Hastings, WW2 Blitz). | Gain knowledge about significant historical events and their impact on Britain and the wider world |
| - Use basic evidence (e.g., riddles, recipes) to reconstruct daily life (e.g., Anglo-Saxons). | Use more nuanced evidence to understand cultural practices (e.g., mummification in Egypt, rationing in WW2). | Understand how people’s lives have shaped and been shaped by the nation. |
| Explore early cultural influences (e.g., Christian traditions in Anglo-Saxon Britain). | Analyze broader societal impacts and consequences of historical events (e.g., power struggles in Viking Britain). | Understand the complexity of cause and consequence in history. |
| **Chronological Understanding** | Organize events on a timeline, placing them within broader historical eras (e.g., AD/BC for Mayan civilization). | Use dates fluently to place events within a detailed timeline, connecting events to larger trends (e.g., WW2). | Develop a coherent understanding of chronology to contextualize historical knowledge. |
| Understand basic changes over time (e.g., collapse of the Roman Empire leading to Anglo-Saxon Britain). | Explore continuity and change over time (e.g., Viking invasions, unification of England). | Note patterns of continuity and change over periods of history. |
| Begin to notice differences between historical periods and the present (e.g., daily life for Mayans vs. today). | Compare detailed visual and textual sources to analyze change (e.g., local area in WW2 vs. now). | Identify contrasts and connections between different periods and contexts. |

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| **Year 3 and 4****The Mayans****In what way was the Maya civilisation important?****How has the Maya civilisation influenced how we live our lives today?** | **Year 3 and 4****Anglo Saxons & Scots****What does evidence tell us about life in an Anglo-Saxon settlement?** | **Year 3 and 4****World War 1****What were the causes and consequences of World War One?**  |
| **Historical Enquiry** | **Historical Enquiry** | **Historical Enquiry** |
| • I can generate multiple questions to explore, choosing the ones I most want to investigate. • I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation. • I understand the importance of preserving historical documents and artefacts. • I know that knowledge about the past is constantly improving as historians make more discoveries. • I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period. | • I can explain some of the ways archaeologists choose which sites to excavate. • I know that there are questions about the past that have not yet been decisively answered by historians. • I can use artefacts to support my ideas about who was buried at Sutton Hoo. • I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. • I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. • I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. • I know that I need to think critically about a historical source in order to assess its reliability | I can understand why the battle of the Somme was significant. I can justify my ideas using information from books, texts, artefacts and pictures. I can consider the advantages and disadvantages of using animals in war. I can identify changes that happened in Britain because of the war.  |
| **Historical Understanding** | **Historical Understanding** | **Historical Understanding** |
|  I can explain how the Mayan ruins were discovered. • I know that the Mayans were organised into city states that were controlled by absolute monarchs. • I can explain the roles and status of different types of people in Mayan society. • I can describe Mayan religious beliefs, including the need for blood sacrifices. • I can describe the Mayan number and writing systems, and the Mayan calendar | I know who the Anglo-Saxons were and where in Europe they came from. • I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. • I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. • I can write my name using the Ogham alphabet. • I can explain how Christianity came to Britain. | I can identify the countries within the Central Powers alliance and the Triple Entente.I can explain what trench warfare is. I can explain what life was like for soldiers during WW1. I can name technology used in WW1. I can explain how technology changed warfare during WW1. I can define what propaganda is and why it was used in the war. I can describe what the Treaty of Versailles is.  |
| **Chronological Understanding** | **Chronological Understanding** | **Chronological Understanding** |
| • I know when the Mayan civilisation was. • I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates. | • I can place the Anglo-Saxons on a timeline. • I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. • I know when Christianity came to Britain. | I can identify key dates in WW1, including Armistice Day. I can place events on to a timeline.  |

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| **Year 5 and 6****Ancient Egyptians****What does evidence tell us about life in Ancient Egypt?** | **Year 5 and 6****The Vikings****Why was it a struggle for power in the Viking and Anglo-Saxon era?**  | **Year 5 and 6****World War 2****What were the causes and consequences of World War Two?**  |
| **Historical Enquiry** | **Historical Enquiry** | **Historical Enquiry** |
| • I can explore artefacts found in Tutankhamen’s tomb to infer understanding about ancient Egypt. • I can make suggestions about what unfamiliar artefacts might have been used for. • I can explain the significance of the discovery of the Rosetta stone. • I can generate questions I want to find the answers to about life in ancient Egypt. • I can choose an area I wish to research, and use a variety of sources to carry out my research. | • I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. • I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. • I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. | * I can explain the difference between an ‘event’ and a ‘cause’.
* I can make suggestions of the broader consequences of rationing and the Dig for Victory Campaign.
* I can make inferences using historical sources such as photographs.
* I can generate questions using historical sources to find out what life was like in WW2 and the impact of it.
* I can gather information using a variety of sources including oral testimonies.
* I can make connections and comparisions between WW2 and today.
* I can give reasons for how events such as evacuation would be different today.
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| **Historical Understanding** | **Historical Understanding** | **Historical Understanding** |
| • I can describe the features of daily life in ancient Egypt. • I can explain the events surrounding the discovery of Tutankhamen’s tomb. • I can describe ancient Egyptian beliefs in the afterlife. • I explain the process of mummification. | • I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. • I can describe the reasons and events surrounding the Viking invasions. • I can describe what the Danelaw was. • I know who King Alfred was and why he was dubbed ‘the Great’. • I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. • I can explain in detail the events surrounding the Battle of Hastings in 1066. • I have an increasing understanding of the struggle for power and how this changed England. • I can explain how England became a unified country. | * I can identify and explain the causes that contributed to WW2.
* I can explain the term ‘War effort’.
* I can explain the experiences of people in WW2.
* I can describe what rationing is and why it was necessary.
* I can explain what the Blitz was.
* I can identify areas that were targeted during the Blitz.
* I can describe evacuation including why it was implemented.
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| **Chronological Understanding** | **Chronological Understanding** | **Chronological Understanding** |
| • I can describe the difference between ancient and modern periods. • I know when the ancient Egyptian civilisation was. • I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras. | • I can describe what Britain was like before the arrival of the Vikings. • I can use dates with increasing fluency to describe historical events and eras. | * I can notice changes between then and now.
* I can sort images into those that show our local area in WW2 and our local area now.
* I can identify significant dates in WW2 and put these on a timeline.
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