

Marazion School Skills Matrix

History skills should be taught when linked to projects where possible to ensure real world application.

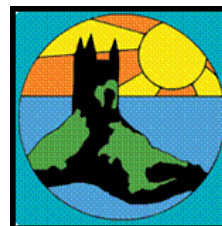
History

WHOLE
YEAR

Autumn

Spring

Summer



Key Skills
Developed knowledge of
chronology
Significant events in Britain's
history

| | Reception/Year 1 | | Year 2 | Year 3/4 | | Year 4/5 | Year 6 |
|---|--|---|--|---|--|--|---|
| Chronological events | Put significant events in their lives in order. Begin to understand past and present. | Put things in order Significant to themselves. | Put things in order within the topic. | Order events over a larger timescale | Beginning to think about the impact of historical events and people | Shows some understanding and talks with some clarity about the impact of historical events. | Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day. |
| Use of sources | Ask questions to find out more about People or photographs. Say own opinions and ideas. | People, photographs, Personal Opinions and facts. | Offers opinions and facts with some reasoning. | Distinguishing between fact and opinions and given reasons | Be able to understand the difference between primary and secondary sources | Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these. subject. | Understand the methods of historical enquiry, including how it is used to make historical claims. |
| Historical Enquiry | Ask questions to find out more information. | Who? Where? When? Why? Family history, work of the RNL and animals that are extinct. | Answer simple questions relating to the topic. | Children pose own questions to gain an understanding of the topic | Generate purposeful questions. | Begin to use questions to understand significant events. | Identify significant events, make connections, draw contrast and analyse trends |
| Analyse and evaluate the impact of significant people/events in history | Begin to talk about why something has happened showing their understanding. | To talk simply about why something happened. | Explore a particular event and how it affected people at the time. | Question why something happened and how it impacted people | Question why something happened and how it impacted people long term | A detailed study of a particular famous person and their historical legacy. | A detailed study of a particular famous person (Churchill) and their historical legacy from at least two different points of view. (David Attenborough) |
| Vocabulary | Past, Present, Future Use and understand meanings of words related to topic. | Past, present, future Language specific to topic (e.g. mummified) | Language specific to topic (e.g. mummified) | Language specific to topic (e.g. mummified)- | Language specific to topic (e.g. mummified) | Language specific to topic (e.g. mummified, artillery) | Language specific to topic (e.g. mummified) World wars African culture/ dream significance |

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| | <p>Historical timeline:</p> <p>FS: Events within living memory. Historic Lincoln, the place where I live. The royal family/ Kings and Queens.</p> <p>KS1: Changes within living memory.</p> <p>YR1 Events from past centuries e.g. The Great Fire of London Significant individuals from the past to compare life in different periods e.g. Kings and Queens, Explorers e.g. Christopher Columbus, Neil Armstrong Florence Nightingale, Mary Seacole, Rosa Parks. Historical events, people and places in their locality e.g. The history of Lincoln, Hartsholme Park etc</p> <p>YR2 Events from the past centuries e.g. The Great fire of London, The first Airplane flight (nationally or globally) Significant individuals from the past to compare life in different periods e.g. Kings and Queens, Explorers e.g. Christopher Columbus, Neil Armstrong, Florence Nightingale, Mare Seacole and Rosa Parks. Historical events, people and places in their locality e.g. The history of Lincoln, Hartsholme Park etc.</p> <p>LKS2: Britain stone age to iron age/ Celts e.g. Early hunter-gatherer's, early farmers, bronze age, iron age, The Roman Empire and its impact on Britain e.g. Influence on Lincoln could be a focus, culture and beliefs, roman inventions, Boudica, Julius Caesar etc. Local history study e.g. Ireland, Scotland, Famous invasions or a significant sites in British history. Ancient Greece e.g. a study of achievements and their influence on the western world.</p> <p>UPKS2: Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066. Eg Case studies on changing monarchs, changes in social history ie crime and punishment, turning points in British history - the first railways, the battle of Britain, the great wars. Earliest civilizations – e.g. Inca's, Aztecs. Non-European society to provide contrasts e.g. Mayan Civilization, African civilizations.</p> |
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