

The Sacred Heart DAWN Curriculum: History: Children can ...

	HISTORICAL STUDY	HISTORICAL KNOWLEDGE AND AWARENESS	CHRONOLOGY AND CHANGE `
N		Begin to make sense of their own life-story and family's history.	
R	Compare and contrast characters from stories, including figures from the past.	Comment on images of familiar situations in the past. Talk about the lives of people around them and their roles in society.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling
Y1	Identify old and new from pictures Use stories as sources for answering questions about the past Observe and handle artefacts and use this to ask and answer questions.	Develop a simple awareness of the past. Tell stories from the past. Recognise a past and a present in their own and other people's lives. Identify some things from their own past. Identify some differences between past and present. Know some of the main events and people studied in a topic. Show some understanding of aspects of the past beyond living memory.	Use simple words and phrases to describe the past – after, before, between. Understand about time passing through birthdays. Arrange objects in order of their age. Begin to use very simple time lines to order some recent events. Understand BC and AD
Y2	Identify old and new from artefacts. Use pictures and artefacts for answering questions about the past. Use a range of simple sources to devise historical questions. Summarise their learning into short sentences. Ask questions about what they have heard or seen.	Retell stories they have heard about the past. Pick out the main elements of stories they have heard about the past. Discuss what they have enjoyed most about stories from the past. Explain what they think is important about the past and explain reasons why. Identify any important changes which happened at the time being studied.	Use more complex phrases to describe time – a long time ago, centuries ago... Sort recent historical studies into a broad time order. Recognise some reasons for between the time being studied and now.

Y3	<p>Use more complex sources of primary and secondary information.</p> <p>Use the internet for research.</p> <p>Choose and discriminate between a range of information, and use this to ask questions.</p> <p>Understand that events from the past are represented in different ways, and that sources can confirm or contradict.</p> <p>Use a simple database to organise information.</p> <p>Interpret the past through role play e.g. hot seating.</p>	<p>Guess what objects from the past were used for, using evidence to support answers.</p> <p>Understand that some events of the past affect people's lives today.</p> <p>Summarise the main events from a period in history, using their characteristics.</p> <p>Give reasons for main events and changes.</p> <p>Begin to understand why some people acted as they did and give reasons.</p>	<p>Sort events or objects into groups.</p> <p>Use dates and terms accurately, using key dates when describing events.</p> <p>Understand the concept of decades and centuries and use this to divide the past into periods of time.</p> <p>Use a timeline with dates, including both BC and AD.</p> <p>Use evidence to describe changes within a time period.</p>
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Y4	<p>Use a range of documents and printed sources. Distinguish between reliable and unreliable sources.</p> <p>Identify the most useful sources for a particular task.</p> <p>Use graphs and charts to confirm information from different sources.</p> <p>Give reasons for change through analysing evidence.</p> <p>Support own point of view using evidence</p> <p>Understand that some evidence is limited</p>	<p>Understand differences in social, religious, political and cultural history.</p> <p>Understand links between history and geography.</p> <p>Know some similarities and differences within a period of time e.g. the lives of rich and poor.</p> <p>Describe how some things from the past affect life today.</p> <p>Understand the relationship between beliefs and action in historical change.</p>	<p>Use a full range of dates and historical terms.</p> <p>Use a timeline to place events, periods and cultural movements.</p> <p>Show changes on a time line.</p> <p>Describe and make links between events and changes.</p>
Y5	<p>Rank sources of information in order.</p> <p>Identify differences between different versions of the past.</p> <p>Give a balanced view of interpretations of the past, using different points of view.</p> <p>Make conclusions with evidence as to the most likely versions of events.</p>	<p>Organise a series of relevant historical information, and check this for accuracy.</p> <p>Describe the main changes in a period of history, from several perceptions e.g. political, cultural.</p> <p>Explain their own point of view, justifying this with a broad range of evidence.</p> <p>Adapt their ideas and viewpoints as new information arises.</p>	<p>Identify changes across periods of time, using chronological links.</p> <p>Begin to identify causal factors in change.</p>

Y6

Devise historically valid questions about change, cause, similarity and difference. Interpret the past using a range of concepts and ideas.
Understanding the role of opinion and propaganda.

Begin to understand significance. Understand and use the concept of legacy, including royal families and dynasties. Speculate and hypothesise about the past, formulating their own theories about reasons for change.

Note connections, contrasts and trends over time. Speculate how present events and actions might be seen and judged in the future. Speculate – what if? What if England lost the war. What if Jane Seymour had not died..