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| NC Objective  Pupils should be taught to: |  | **Year 3** China and it’s Dynasties | **Year 4** Romans  |
|  | Skills  | Knowledge  | Skills  | Knowledge  |

**Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world.**

**The History Curriculum K&S at St Teresa’s Catholic Academy – Lower Key Stage 2**

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| Chronological Understanding  | Place the period of history studied on a timeline.  Use dates and terms related to the unit being studied.  Sequence several events and artefacts on a timeline.  | To understand how to use and read a timeline.  To know dates and terms relating to the unit Eg ‘dynasty’. To know how to order events and artefacts.  | Place events from the Roman era on timeline  Use terms related to the period and begin to date events.  Use complex terms eg BC/AD  | To know how to order events and artefacts on a timeline.  Know key terms and dates relating to the period of history.  To know the meaning of complex terms eg. BC/AD  |
| Range and depth of historical knowledge  | Research about everyday lives of people in the unit studied.  Make comparisons between people’s lives in the unit studied and ours today.  Understand why people may have been motivated to do something.Identify the impact of people's actions.   | To know how and where to find relevant information.  To know about the daily lives of people now and in the past.  To understand the impact of actions.  To know what motivated people to do something.  | Use evidence from research to reconstruct an area of the unit studied.  Explain key features and events of the unit studied.  Identify links and make connections within the unit studied.  Offer a reasonable explanation for some events.  |  To find relevant information to inform research.  To know key events that occurred during the Roman era.  To understand how links can be used to make connections between events and lifestyle.  To know how to make informed responses based on evidence.  |
| Interpretations of history  | Identify and give reasons for different ways in which the past is represented.  Distinguish the differences between sources.  Research a variety of representations of the period – museum, cartoons etc  | To understand why the past may be represented in different ways.  To know why the past may be represented differently through a range of sources.   | Interpret evidence available.  Evaluate the usefulness of different sources.  Use a range of resources and historical knowledge.  | To understand how to interpret sources.  To understand how useful different sources can be and why. To know the difference between primary and secondary sources.  To understand how to apply historical knowledge e.g through answering questions. |
| Historical enquiry  | Use a range of appropriate sources to find out about the unit studied.  Observe small details – artefacts, pictures and explain their interpretation of what is shown.  Select and record information relevant to the study.  Use the library and internet for research.  | To know where to find appropriate sources.  To know that artefacts and pictures can give clues and information.  To know how to select and record relevant information.  To know where to access appropriate information to carry out research.  | Use evidence to explain a past event.  Choose relevant material to present one aspect of life in the past.  Ask a variety of relevant questions.  | To understand how to use evidence to create a picture of a past event.  To know how to select the most appropriate research material for a certain aspect of time.  To know how to ask a relevant questions to deepen their understanding.    |