

Ryedale Federation- History Outcomes - Key Stage LKS2



Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> History is a series of cause and effect in a chronological order. We can understand today by knowing the past. There is no fixed 'history', history is a series of agreed upon opinions, interpretations and judgements. We can learn history from sources of information from both the past and present <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> Changes in Britain (Stone Age to Iron Age) The Home front in WWII Invasion of Scots and Saxons Ancient Greece -life and achievements Early civilisations- The Egyptians Study of a non -European Society(Mayan civilisation) The Roman Empire and its Impact on UK Local History study- what is of historical significance in our home town? (housing) A comparison of significant people in history (Christopher Columbus/ Neil Armstrong) 	<p>History</p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> Place events from the period studied in a time line Sequence events or artefacts Use dates related to the passing of time Use terms related to the period and begin to date events Understand more complex terms (eg. BC/ AD) <p>Range and Depth of Historical Knowledge</p> <p>In the time studied:</p> <ul style="list-style-type: none"> Find out about everyday lives of people, compare these with ours today Identify reasons for people's actions Understand why people had to do something Use evidence to reconstruct life Identify key events and features Offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations <p>Interpretation</p> <ul style="list-style-type: none"> Identify and give different reasons for different ways in which the past is represented Distinguish between sources and evaluate their usefulness. Look at the evidence available in which the study

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Cross -Curricular Knowledge

- History is taught as part of a topic/project approach to teaching so is always linked to a much wider theme, ensuring the children have a concrete context in which the learning is placed.
- Consistent deepening and broadening of understanding with links to English curriculum

is set

- Display findings in a variety of ways
- Work independently and Use text books and historical knowledge
- Look at representations of the period- museums

Enquiry

- Use a range of sources to find out about a period
- Observe small details- artefacts/ pictures
- Select and record information relevant to the study
- Use the library, e-learning to research
- Ask and answer questions

Communication and Organisation

- Communicate knowledge and understanding in a variety of ways- discussions, pictures, writing, annotations, drama, computing
- Select data and organise it to fit in a data file to answer historical questions
- Know the period in in groups