

Ryedale Federation-History Outcomes - Key Stage UKS2



| Key Knowledge Pupils will know: | Key Skills Pupils will be able to: |
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| <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"> Ancient civilisations - Greeks British History - Crime and punishment (Victorian period) Life of a significant individual - Shakespeare/ Guy Fawkes 1960 's - Martin Luther King/ Nelson Mandela/ Mary Seacole Important events in history-how have the major cities of the world changed (New York, London, Berlin and London) Study of an Ancient civilisation (The Shang Dynasty) Study of a non -European society - (The Mayan civilisation) Tudor Life in Ryedale Anglo Saxons/ Scots / Vikings WW1 and WW2 | <p>History</p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> Place current study on a time line in relation to other studies Know and sequence key events of time studied Use relevant dates and terms Sequence up to ten events on a time line Make comparisons between different times of history <p>Range and Depth of Historical Knowledge</p> <ul style="list-style-type: none"> Study different aspects of life of different people- differences between men and women Examine causes and results of great events and impact on people Compare life in early and late times studied Compare an aspect of life with the same aspect in another period Study ancient civilisations, compare and contrast them Find out about beliefs, behaviours and characteristics of people Compare beliefs with another period studied Write another explanation of an event in the past in terms of cause and effect Know key dates and characters and events of time studied |

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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

Interpretation

- Compare accounts of events from different sources. Fact or fiction
- Offer reasons for different versions of the same event link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations
- Be aware that different evidence will lead to different conclusions
- Confident use of library, e-learning for research

Enquiry

- Recognise primary and secondary sources
- Use a range of sources and evidence to build up a picture of life in a time studied
- Bring knowledge gathered from several sources together in a fluent account
- Confident use of library and e-learning for research

Communication and Organisation

- Select aspects of study to display
- Use a variety of ways to communicate knowledge and understanding including extended writing
- Use appropriate terms, matching dates to people and events
- Plan and carryout individual investigations

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