

Key Skills	Chronology – To create a sense of period and time. When things happened? What changed and what stayed the same?	Reasons and Results – How can we explore why things happened? How did people make a difference? What followed as a result?	Interpretations – How and why does the way history is produced differ? Do we all understand the past in the same way? How do we show what the past was like?	Historical Evidence – What do we use to find out about the past? What are the problems with historical sources?	Significance – How do we choose what is most important in history?
	<p>Activities –</p> <ul style="list-style-type: none"> • Teach and use the time vocabulary. • Discuss how we measure time and what would happen if we didn't. • Use time periods and dates. • Sequence a limited range with obvious differences. • Link to time points like grandparents and their living memory. • Increase range. • Construct narratives from items sequenced describing change. • Personal and family time lines. • Dated time lines. • Local and global time lines. • Time clocks • Wavy time lines • Family trees • Compare two fixed points. • Compare several time points. • 	<p>Activities –</p> <ul style="list-style-type: none"> • Find a reason for an event. • Find more than one reason. • Decide which was more important. • Separate causes and events. • Different types of cause – over a long time, by people, by other events, by accident. • What happened next? • Make inferences. • Predict consequences. • How do causes link together? • How could something have turned out differently? • Was something bound to happen? • Did it solve things or create more problems? • Role-play and drama. • Solving the problem. 	<p>Activities –</p> <ul style="list-style-type: none"> • Spot differences in small accounts/stories. • Identify fact and opinion. • Produce an historical scene or story from facts. • Reflect a judgement e.g. X was best/most important. • Make a museum display, biography, image, summary, travel brochure, diary etc. • Work out the authors. • Whose point of view? • How convincing? • What did the author believe in? 	<p>Activities –</p> <ul style="list-style-type: none"> • Extract info from a source. • Use more than one source. • Use more complex source with less obvious information. • Include sources that don't contain any useful information. • What are the gaps from the source? • Can it be trusted? • What is the intended message? • What would you like to ask about the source? • What type of person made the source? • Adapt the format – e.g. Write in first person, convert from a picture, write another point of view. • Check a faulty summary of the source. • Create your own source. 	<p>Activities –</p> <ul style="list-style-type: none"> • What seems important at the time and what is important now? • Why is it important? • Role play what different people found important. • Why do we have a different view now? Seeing the bigger picture. • Explore events/people in different ways – diagrams, pictures, charts, timelines, and writing. • Summarise – pick out the importance. • Order the list. • What is worth remembering? • How do we remember? • Using the 5 Rs •
Ks1	<ul style="list-style-type: none"> • A world existed before they were born but their world today is connected to the past. 	<ul style="list-style-type: none"> • People in the past were real people, had feelings like real people and usually did things for a reason. 	<ul style="list-style-type: none"> • We can tell different stories about the same history. • We find out about the past from different sorts of 	<ul style="list-style-type: none"> • We never know everything that happened in the past. • We can disagree and what was happening 	

	<ul style="list-style-type: none"> • Not all people in the past lived at the same time. • The past can be described in different ways – new, today, yesterday, last year, once upon a time etc. • Many things in the past have changed (and are still changing) but some things are the same. 	<ul style="list-style-type: none"> • Events usually happen for a reason (sometimes more than one) • People in the past did not know the same as we do today but they were not really more stupid. • Not everyone in the past thought the same. • People in the past did not always think the same things were as important in their lives as you so today. • Things did not always turn out as planned. 	<p>evidence that come from a particular time.</p> <ul style="list-style-type: none"> • We can show the past in different ways such as pictures, writing, film, theme parks, museums, music and legends. 	<p>in the past and it does not necessarily mean some people are wrong.</p>	
Ks2	<ul style="list-style-type: none"> • A world existed before they and those around them were born. • Somethings occurred before there were ways of writing about it. • Human time is only a small part of time. • The past can be described in different ways e.g. dates, period labels, decades, centuries. 	<ul style="list-style-type: none"> • People in the past had feelings and emotions and had reasons for their actions. • It is not always easy to work out why things happened and why people did or thought things. • Reasons and events usually lead to results but things did not always turn out as planned. 	<ul style="list-style-type: none"> • We can put together a story or an account of the past in different ways. It can be different if we have different information or views about what is important. That does not mean that one version is right and the other is wrong. • Not all history has been fair to all groups and people. 	<ul style="list-style-type: none"> • We never know everything that happened in the past so we have to work out things that are likely to have happened and that means giving opinions and ideas rather than facts. • There is a difference between a source and evidence. The source is the information but it is you who uses it 	<ul style="list-style-type: none"> • We should care about what past people did. • We should try to understand them without necessarily agreeing with them. • Much of our lives today is because of what people in the past have done. • Because we need to tell a clear story, we need to

	<ul style="list-style-type: none"> • The past was different from today. Somethings changed quickly, slowly or stayed the same. • Change does not always mean progress. There can be negative changes. There is a difference between change/progress and development. 	<ul style="list-style-type: none"> • People in the past did not know the same as us but they were not more stupid. When things happen it is often confusing for people and they do not know how things will turn out. 	<p>Sometimes this is deliberate and sometimes accidental.</p> <ul style="list-style-type: none"> • We find out about the past from different sorts of sources such as written, artefacts and pictures. Some parts of history have many sources and others have very few. • Different people help put together what happened in the past such as historians. Archaeologists, filmmakers and museum curators. 	<p>as evidence to answer your question.</p> <ul style="list-style-type: none"> • It is often better when we can find more than one source for our topic. • Not all sources from the past can be trusted. We always need to be careful when using any evidence from the past. It can be inaccurate, incomplete, unfair. 	<p>choose which bits to use and this means deciding what is important.</p> <ul style="list-style-type: none"> • Not all information is equally important.
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