



Oaklands Junior School Curriculum Intent



History

Knowledge & Understanding

name, list, identify, describe, explain, discuss, recall, refer

Chronology

understand, order, outline, predict, summarise

Interpretation

compare, contrast, categorise, justify, interpret, debate, evaluate

Historical Enquiry

question, observe, select, evaluate, conclude, discuss, argue

Yr2

Use a wide variety of common historic terms.

Recall historic facts.

Describe and **discuss** significant events, people and changes.

Yr4

Use a range of historic terms to aid explanations.

Recall key dates and names of time periods.

Refer back to significant facts learned in previous years.

Describe and **discuss** the main events, people and changes in the time periods studied.

Yr6

Accurately use a range of historic terms to aid explanations.

Recall key dates and facts with accuracy.

Use accumulated knowledge to **describe** and **explain** features of past societies and time periods.

Yr2

Use chronological and historical language to show awareness of time.

Describe where people and events fit within a timeline.

Use simple timelines to **order** events.

Identify some change and continuity between different time periods.

Yr4

Understand where studied time periods fit within a timeline.

Order and **group** events based on understanding of chronology and use relevant dates.

Summarise key events and changes and **offer reasons** for why they happened.

Identify and **discuss** common themes within different time periods.

Yr6

Understand where time periods fit within different timelines.

Order and **group** events based on understanding of chronology and use relevant dates.

Summarise key events and changes and suggest links between them.

Use sources to **identify** common themes within different time periods and **suggest reasons** for why things have changed.

Yr2

Use a range of sources to **describe** the differences between past and present.

Use evidence to explain reasons for why people acted in certain ways.

Discuss the effectiveness of sources.

Yr4

Understand that the past is constructed from a range of different sources.

Interpret and **compare** a range of sources to form ideas.

Identify and understand the difference between primary and secondary sources.

Categorise evidence and **justify** the chosen groups.

Discuss and **debate** the effectiveness of different sources.

Yr6

Ask historically relevant questions about sources and different perspectives of events.

Evaluate a range of sources and debate their effectiveness.

Categorise and rank evidence based on different questions and be able to **justify** the choices.

Make judgements and form justified opinions of significant events in discussion and writing.

Yr2

Ask **questions** and refer to sources.

Make simple **observations** about historic events.

Yr4

Address historically valid questions about the time period.

Begin to **make judgements** about a sources' reliability based on context.

Yr6

Devise historically valid **questions**.

Select and **combine** relevant information from different sources to aid understanding.

Use the context of primary and secondary sources to **draw conclusions** about what this tells us about historic points of view.