



Creative Learning at Springfield

History
Subject Leader's
check lists

Breadth of Study Checklist

History

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> ◆ Changes in pupils' own lives and the way of life of their family or others around them ◆ The way of life of people in the more distant past who lived in the local area or elsewhere in Britain ◆ The lives of significant men, women and children drawn from the history of Britain and the wider world ◆ Past events from the history of Britain and the wider world 	<p>Local history study (this <i>could</i> be linked to one of the British Studies)</p> <p>British History An overview of: The shaping of Britain by settlers before the Norman Conquest (eg: government and religion, patterns of settlement, farming and social structure, trade and everyday life) An in depth study of the effects of the arrival of: Romans or Anglo-Saxons or Vikings in Britain</p> <p>Some significant events and individuals in Tudor times from different sections of society Victorian Britain Or Britain Since 1930</p> <p><i>A European History Study (Ancient Greece)</i></p> <p><i>A World History Study chosen from: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin or the Aztecs</i></p>

Skills Development

History

Key Stage 1	Key Stage 2
<p data-bbox="215 408 562 448">Historical Enquiry</p> <p data-bbox="309 496 1010 576">How to find out about the past from a range of sources of information</p> <ul data-bbox="405 584 786 1015" style="list-style-type: none">StoriesEye witness accountsPicturesPhotographsArtefactsHistoric buildingsVisits to museumsVisits to GalleriesVisits to SitesICT <p data-bbox="309 1070 1010 1150">Ask and answer questions about the past</p>	<p data-bbox="1196 408 1543 448">Historical Enquiry</p> <p data-bbox="1323 496 1912 751">How to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT based sources</p> <ul data-bbox="1420 759 1883 1238" style="list-style-type: none">DocumentsPrinted sourcesCD ROMS & InternetDatabasesPictures and photographsMusicArtefactsHistoric buildingsVisits to museums and galleriesVisits to sites <p data-bbox="1323 1286 1939 1458">Ask and answer questions and select and record information relevant to the focus of the enquiry</p>

Level 1

History

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I use a range of words to talk about the passing of time</p> <p>I can describe things that are from the past (eg toys)</p> <p>I can say how things from the past were used</p> <p>I can talk or write about the differences between things from the past and how they look now</p> <p>I can tell stories about the past, sometimes using role-play</p>	<p>I use time lines to order things that happened in the past</p> <p>I can write my date of birth Eg: 4/5/1998 (98) 4th May (1998)</p> <p>I can estimate how old someone is from their appearance</p> <p>I use words like 'before', 'after', and 'between' to describe when things happened</p>	<p>I sometimes use the Internet to find out about the past</p> <p>I can describe things from the past using a word processor</p> <p>I use databases to organize objects from the past</p> <p>I use clip art to tell stories about the past</p> <p>I can save my work in my work folder</p>	<p>I can ask questions of people older than me to find out about the past</p> <p>I discuss my ideas with my 'talk partner' in lessons</p> <p>I can act out a part of a story with someone else.</p>	<p>I know that there are several to about find out about the past:</p> <p>Pictures</p> <p>Questions</p> <p>Objects</p> <p>The Internet</p> <p>Television</p> <p>Videos</p> <p>Books and stories</p> <p>I know the difference between the past and now (the present)</p>	<p>I can put objects in order of how old they are</p> <p>I can find out about how things in the past were similar to or different from the way they are now</p> <p>I can work out things about the past by looking at pictures</p>

Level 2

History

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can tell or write stories about events in a famous person's life</p> <p>I can recount the story of the life of a famous person (or event) with some interesting details</p> <p>I use:</p> <ul style="list-style-type: none"> Labelled diagrams Recount Stories Diaries Pictures (art) <p>to tell people what I know about the past</p>	<p>I use a time line to sequence things correctly, using dates</p> <p>I can work out how many decades have passed since a recent event</p> <p>I can work out how many centuries have passed since a major event in British History</p>	<p>I use the computer to find out about famous figures (or events) from the past (Internet, CD ROMs)</p> <p>I use the computer to give my views about historical figures (or events) and to describe their lives (effects on people's lives)</p>	<p>I know that some events from the past still affect people's lives today (Eg: remembrance day, The Black civil rights movement, Apartheid, the Holocaust). I talk to people about these matters sensitively and respectfully.</p>	<p>I know that events from the past are told in many different ways</p> <p>I add to my list of ways I find out about the past</p> <p>I am beginning to know that these different types of evidence tell us different things about the past</p> <p>I know that some things happened before living memory and can talk about some of them</p>	<p>I can sequence some events from a famous person's life</p> <p>I can sequence the main episodes from a famous event</p> <p>I can give reasons for some of the actions of a famous person (or the reasons for a famous event)</p> <p>I can find out about the past by looking carefully at evidence and I answer questions</p>

Level 3

History

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I use key words and phrases from the time period I am telling someone about</p> <p>I present my work in lots of different ways</p> <p>I tell others (in a variety of ways) about what life in the past [TOPIC] was like</p> <p>I can choose aspects of historical information to organise, summarise and present</p>	<p>I can divide the past into different periods of time and represent this on a time line</p> <p>I use key dates to describe events</p> <p>I can order key events in British History (and some events from cultures now represented in Britain, EG the life of Dr. Martin Luther King)</p>	<p>I present my work using simple slide shows, sometimes using sound</p> <p>I use the Internet to search for information about people or events</p> <p>I format my work so that it is well presented for a variety of audiences or purposes</p> <p>I create databases to organise historical info.</p>	<p>I look at different points of view to find out about different versions of historical events</p> <p>I use role-play and acting to represent different viewpoints about the past</p> <p>I understand the complex and varied feelings that some children had during events in recent British History (Eg WWII)</p>	<p>I understand why people leave their home land and settle in another country</p> <p>I understand that some evidence gives us limited information and that this results in different interpretations</p> <p>I know that the lives of people in a historical period were not all the same</p>	<p>I use information to ask and answer questions about events in the past – This investigation goes beyond what I can see (This is called inference and deduction)</p> <p>I give clear and detailed reasons why key events happened or historical people acted as they did</p>

Level 4

History

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I present my factual knowledge of British life since 1948</p> <p>I can summarise the main events from a period in history</p> <p>My written work is lively and thoughtful.</p> <p>I use imaginative methods to produce written work, remembering all the types of writing I know</p>	<p>I can place changes of a period in history within a 'chronological framework'</p> <p>I use dates and terms accurately</p> <p>I use graphs, tables and charts to record and interpret data about the past</p> <p>I construct line graphs to demonstrate change over time</p>	<p>I use prepared databases to interrogate, question and interpret information about the past</p> <p>When searching, I skim read and then modify my search if necessary</p> <p>I use historical vocabulary in my search criteria</p> <p>I use AND and OR criteria in my searches</p>	<p>I combine information I have found out with that of others to present my understanding of a period in history</p> <p>I 'hot seat' historical characters to understand why they did things</p> <p>I e-mail others about my work, sending attachments if necessary</p>	<p>I understand the beliefs of those in ancient civilisations and link this to their actions</p> <p>I consider interpretations of an event by looking at other information, keeping in mind that some information is more reliable</p> <p>I know that aspects of ancient civilisation influence life today</p>	<p>I use what I know about history to identify changes that take place across a period of time</p> <p>I know how to compare and contrast aspects of the past with aspects of today.</p>

Level 5

History

Communication Skills	Application Of Mathematics	Information Technology	Working With Others	Improving Own Learning and Performance	Problem Solving
<p>I can describe the reasons for, and the outcomes of events in the past</p> <p>In my written work, I can recreate the atmosphere of life in the past</p> <p>In my writing, I use historical knowledge to create believable characters and plots</p> <p>I can give a balanced view of interpretations of the past</p>	<p>I can find the mean of discrete data about the past (Eg Mean age of infant death)</p> <p>I use pie charts to represent information about the past</p> <p>I can interpret information about the past given in graphs, tables or pie chart</p> <p>I use AD and BC along with dates when describing the past</p>	<p>I create multimedia presentations, with animation, sound and interactivity, to demonstrate my knowledge of history (sometimes to younger audiences)</p> <p>I use spreadsheets to collate information I have collected about the past</p> <p>I can edit downloaded information to make my own presentation.</p>	<p>I collaborate with others in extended research.</p> <p>I use expertise of professionals in finding out about the past (Eg museum curators)</p> <p>I can take part in a full-length historical play (either as an actor or behind-stage contributor)</p>	<p>I can work independently to give a structured account of the legacy of an ancient civilisation</p> <p>I can find out information from a range of sources and reach my own conclusions.</p> <p>I evaluate sources of information and say which are reliable and useful</p>	<p>I can give reasons why we use ideas from ancient civilisations today</p> <p>I can compare and contrast any aspect of the past I have studied with the present day</p> <p>I can link ancient civilisations by their similarities and differences</p>