

History: Year 1
C: Organise, Evaluate and communicate information



* To use my own photos to talk about events from my past.

* How to use pictures to get ideas about the past.

* That there are different forms of sources.

* How to talk about events from my life.

* To tell stories about the past.

* To understand that sources about the past may differ..

* To talk about things that I have done in the past and can express an opinion on them.

* To compare simple sentences about a period in time or a significant individual.

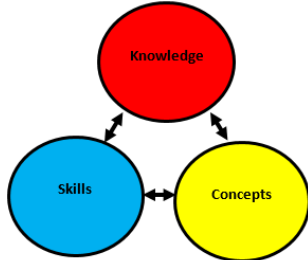
* How to connect ideas.

- Archaeologist
- Editor
- Heritage Manager
- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

past
photos
life
experience
personal
enjoy



compare
right
wrong
stories
ideas
information
facts



reasons
sources
differ
opinion
connections
idea
events



History : Year 2
C: Organise, Evaluate and communicate information



* How to use pictures to get ideas about the past.

* That there are different forms of sources.

• To identify different ways in which the past is represented.

* To tell stories about the past.

* To understand that sources about the past may differ.

* How to identify sources that are useful to the task.

* To compare simple sentences about a period in time.

* How to connect ideas.

* How to communicate ideas about the past using a variety of outlets.

* To compare simple sentences about a significant individual.

* How to give simple phrases to why an event happened.

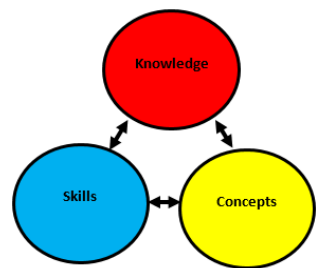
* How to plan and present a self-directed project about an historical period.

- Archaeologist
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- Heritage Manager
- Journalist/ Reporter
- Librarian
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- Politician
- Writer

compare
right
wrong
stories
ideas
information
facts



reasons
sources
differ
opinion
connections
idea
events



organise
evaluate
communicate
represent
sources
artefacts
media



History : Year 3
C: Organise, Evaluate and communicate information



* That there are different forms of sources.

* To identify different ways in which the past is represented.

* To understand that aspects of the past have been represented in different ways.

* How to give simple phrases to why an event happened.

* How to communicate ideas about the past using different genres of writing and drawing.

* How to plan and present a self-directed project about an historical period.

* How to use pictures to get ideas about the past.

* How to communicate ideas using, diagrams, data handling, role play and ICT.

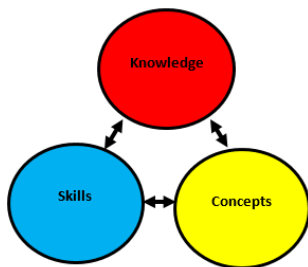
* To pursue historically valid enquiries that I have independently created.

- Archaeologist
- Editor
- Heritage Manager
- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

reasons
sources
differ
opinion
connections
idea
events



organise
evaluate
communicate
represent
sources
artefacts
media



represented
projects
historical
validity
enquiry lines



History : Year 4
C: Organise, Evaluate and communicate information

Previously, I have learnt...

In Year 4, I am learning...

In the future, I will learn...

My future...

* To identify different ways in which the past is represented.

* To understand that aspects of the past have been represented in different ways.

How to identify sources that are useful to the task.

* How to use pictures to get ideas about the past.

* How to communicate ideas about the past using different genres of writing and drawing.

* How to plan and present a self-directed project about an historical period.

* How to communicate ideas about the past using a variety of outlets.

* How to communicate ideas using, diagrams, data handling, role play and ICT.

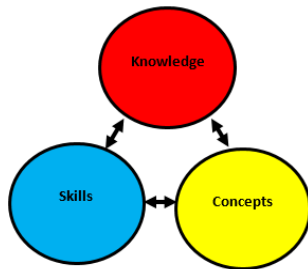
* To pursue historically valid enquiries that I have independently created.

- Archaeologist
- Editor
- Heritage Manager
- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

organise
evaluate
communicate
represent
sources
artefacts
media



communicate
representation
genres
outlets
opposing
contrasting



self-directed
draft
plan
validity
enquiries



History : Year 5
C: Organise, Evaluate and communicate information



* How to give simple phrases to why an event happened.

* To make use of dates and specialist terms to structure my work.

. How to use historical terms and concepts in increasingly sophisticated ways.

* That there are different forms of sources.

* How to evaluate sources

* How evidence is used.

* To understand that sources about the past may differ.

* How to identify sources that are useful to the task.

* The methods of historical enquiry.

* How to communicate ideas about the past using a variety of outlets.

* How to plan and present a self-directed project about an historical period.

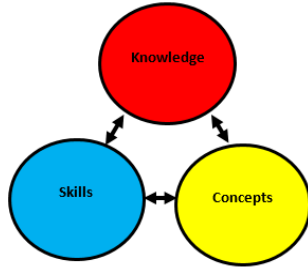
* To pursue historically valid enquiries that I have independently created.

- Archaeologist
- Editor
- Heritage Manager
- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

sources
communicate
present
media
diagrams
idea
points of view



specialist terms
evaluation
enquires
projects
presentation



method
validity
complex
terminology



History: Year 6
C: Organise, Evaluate and communicate information



* How to plan and present a self-directed project about an historical period.

* The methods of historical enquiry.

* To pursue historically valid enquiries that I have independently created.

* How to evaluate sources.

* How evidence is used.

* To produce evidentially supported accounts of history.

* To understand that sources about the past may differ.

* Why contrasting interpretations of the past have been constructed.

* How to analyse and argue contrasting accounts of history.

* To identify different ways in which the past is represented.

* Why contrasting arguments of the past have been constructed.

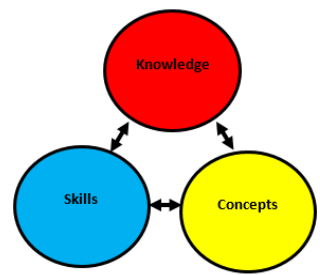
* How to analyse and compare contrasting accounts of history.

- Archaeologist
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historical
evaluate
sources
contrast
view points
representation



arguments
evidence
interpretations
constructs
methods
enquiries



analyses
argue
contrast
viewpoints
accounts
evidentially

