

History: Year 1 D: Historical Understanding



* To understand the result of significant personal events from the past

* How to give a simple explanation to a consequence of an event.

* How to give more than one effect of an event.

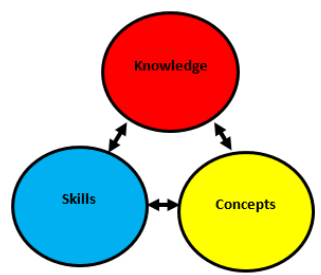
* How cause and effect works in relation to my own actions.

* How to give a simple explanation to a consequence of an individual's actions.

* To give more than one reason for an event or individual's actions..

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

personal
history
past
events
family
friends
connections



reason
consequence
actions
responsibility
cause
effect



effects
reasons
actions
understanding



History : Year 2
D: Historical Understanding



* How to give a simple explanation to a consequence of an event

* How to give more than one effect of an event.

* To give reasons main events and changes.

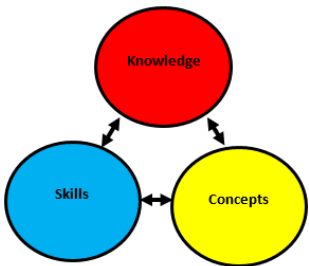
* Understands significant personal events form the past.

* How to give simple explanations of an event.

* To give results of the main events and changes.

- Archaeologist
- Editor
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- Journalist/ Reporter
- Librarian
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- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

explanation
consequence
understanding
personal
significant
past



cause
effect
explanations
events
reasons



reasons
changes
results
events



History : Year 3
D: Historical Understanding



* How to give simple explanations of an event

* To give reasons main events and changes.

* To understand more complex, abstract concepts.

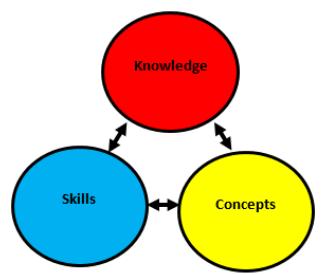
* How to give more than one effect of an event.

* To give results of the main events and changes.

* To use historical concepts to create my own structured accounts.

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

explanations
effects
cause
consequences
results



main events
changes
results
changes



historical
concepts
complex
abstract
accounts
opinion



History : Year 4
D: Historical Understanding

Previously, I have learnt...

In Year 4, I am learning...

In the future, I will learn...

My future...

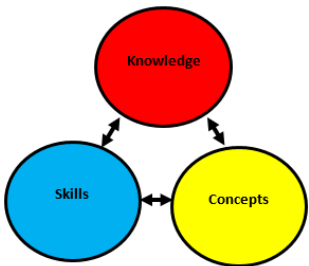
* How to give simple explanations and reasons of an event.

* To understand more complex, abstract concepts.

* To understand historical concepts and use them in enquires.

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

explanations
reasons
cause
effects
contributing
factors



complex
abstract
concepts
advancements
contributing
factors



complex
abstract
concepts
enquiries
contributing
factors



History : Year 5
D: Historical Understanding



* To understand more complex, abstract concepts.

* To understand historical concepts and use them in enquiries.

* To understand historical concepts with an increasing complexity..

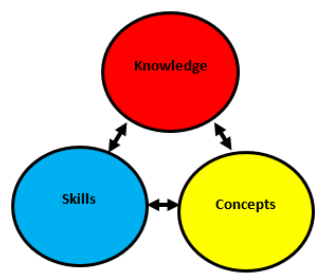
* To give reasons and results for main events and changes.

* To make connections, draw contrasts, analyse trends and ask questions about the past.

* To use historical concepts to create my own structured accounts.

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

complex
abstract
concepts
enquiries
contributing
factors



concepts
enquiries
connections
contrast
analyse
trends



concepts
complex
account
structure
analyse
critique.



History: Year 6
D: Historical Understanding

Previously, I have learnt...

In Year 6, I am learning...

In the future, I will learn...

My future...

* To understand more complex, abstract concepts.

* To use historical concepts to create my own structured accounts.

* To understand historical concepts with an increasing complexity..

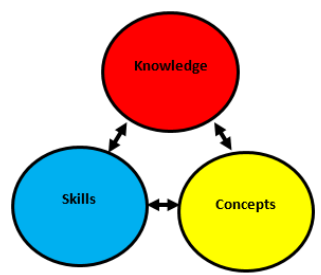
* How to give a simple explanation to a consequence of an event.

* To include written narratives and analysis in my own accounts.

* To use historical concepts in in-depth narratives and accounts.

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

concepts
enquiries
connections
contrast
analyse
trends



concepts
accounts
narratives
analysis
contrast



concepts
complexity
narratives
accounts

