

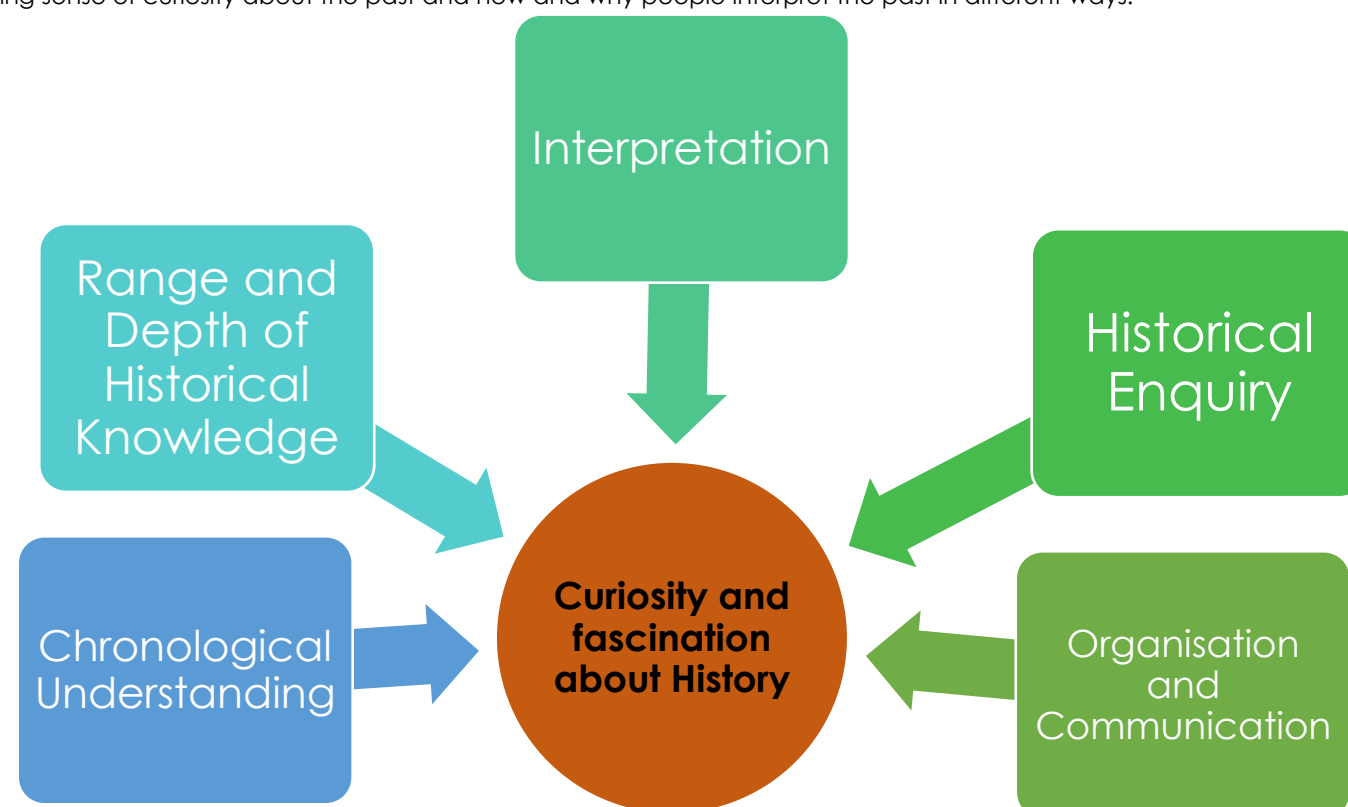
Stamina
Enjoyment
Commitment



- Continuity and Change
- Cause and Effect
- Significance
- Source
- Perspective
- Empathy

At Nishkam Primary School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. We develop children with the following essential characteristics to help them become historians:

- ♣ An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- ♣ The ability to think critically about history and communicate ideas confidently to a range of audiences;
- ♣ The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- ♣ The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- ♣ A respect for historical evidence and the ability to make critical use of it to support their learning;
- ♣ A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- ♣ A developing sense of curiosity about the past and how and why people interpret the past in different ways.



- Sequence event in order.
- Place the time studiient on to a timeline.
- Use relevant terms and dates in regards to the time studied.
- Make comparisons between differnt times in the past.



- Know key dates, characters and events studied,
- Understand causes and consequences of events.
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.



- Use stories to encourage children to distinguish between fact and fiction
- Compare pictures or photographs of people or events in the past
- Distinguish between the different sources – compare different versions of the same story
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion



- Range of sources used to develop answers to inquiry questions.
- Research into the time period using the library or the internet.
- Bring knowledge and evidence together to come to an answer.



Communicate knowledge through a variety of ways such as: role, play, writing, models and so on.

Recall, select and organise information to produce structured work, making appropriate use of dates and terms.