

# 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.

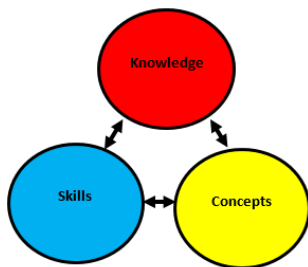
\* How to connect ideas.

- 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.

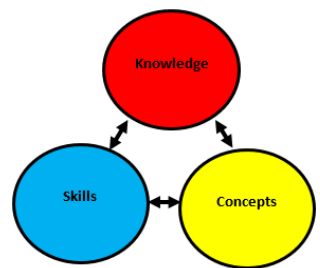
\* How to plan and present a self-directed project about an historical period.

- Archaeologist
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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

Previously, I have learnt...

In Year 3, I am learning..

In the future, I will learn...

My future...

\* 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.

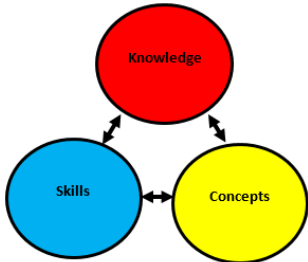
\* To pursue historically valid enquiries that I have independently created.

- Archaeologist
- Editor
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- 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.

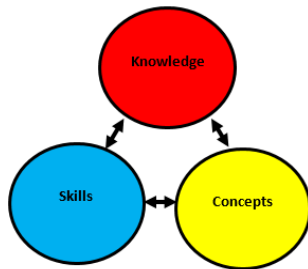
\* To pursue historically valid enquiries that I have independently created.

- 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.

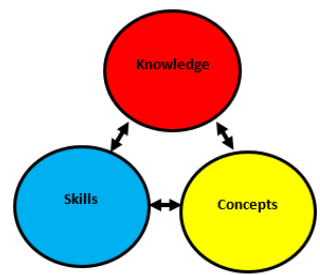
\* To pursue historically valid enquiries that I have independently created.

- Archaeologist
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- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
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- 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.

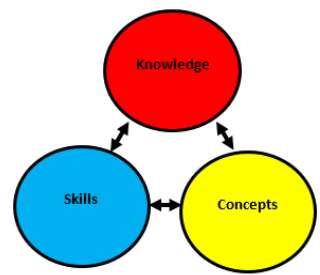
\* How to analyse and compare contrasting accounts of history.

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- Politician
- Writer

historical  
evaluate  
sources  
contrast  
view points  
representation



arguments  
evidence  
interpretations  
constructs  
methods  
enquiries



analyses  
argue  
contrast  
viewpoints  
accounts  
evidentially

