

**Year group:****Skills:**

Year 3	<ul style="list-style-type: none"> <li>● Evidence and sources</li> <li>● Cause and consequence</li> <li>● Similarity and difference</li> <li>● Significance</li> <li>● Understanding of chronology</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>● Evidence and sources</li> <li>● Cause and consequence</li> <li>● Similarity and difference</li> <li>● Significance</li> <li>● Understanding of chronology</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>● Evidence and sources</li> <li>● Interpretation</li> <li>● Cause and consequence</li> <li>● Significance</li> <li>● Understanding of chronology</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>● Evidence and sources</li> <li>● Change and continuity</li> <li>● Interpretation</li> <li>● Cause and consequence</li> <li>● Significance</li> <li>● Understanding of chronology</li> </ul>

- Evidence and sources – How Historians use evidence and sources to construct, challenge and test claims about the past. Children should be exposed to a wide range of sources (primary and secondary) and evidence.
- Cause and consequence - Children look at how and why events occurred or emerged and the repercussions of these events. Children select information and shape these into an explanation/ argument.
- Change and continuity – Pace, nature, type and process of change. What happened, why did it change or stay the same?
- Significance – How and why Historians ascribe significance to an event, trend of person/ people.
- Interpretation – How different interpretations and opinions exist. Children should be taught that evidence is the reason interpretations can change.