

# Ashwell Primary School

## History Curriculum

### History Skills Organiser



#### EYFS & Key Stage 1

##### EYFS

<b>Nursery</b>	<b>Area of Learning-Understanding the World</b> <ul style="list-style-type: none"> <li>Begin to make sense of their own life story and family history</li> </ul>
<b>Reception</b>	<b>Area of Learning -Understanding of the World- Past and Present</b> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now</li> <li>Understand the past through settings, characters and events in books and through storytelling</li> <li>Talk about the lives of the people around them and their roles in society</li> </ul>

	Year 1	Year 2
<b>Chronological understanding and knowledge</b>	<ul style="list-style-type: none"> <li>Recognise the difference between 'old' and 'new'</li> <li>Know where some basic events fit on a timeline, relating to their topic.</li> <li>Place some basic events onto a timeline and use this to support the retelling of past events.</li> <li>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young</li> </ul>	<ul style="list-style-type: none"> <li>Record some events and people onto a timeline.</li> <li>Remember a few significant names and dates.</li> <li>Use common words and phrases related to the passing of time (now, then, before).</li> <li>Begin to use historical vocabulary (e.g. past, present, recently, decades, centuries)</li> </ul>
<b>Change and development</b>	<ul style="list-style-type: none"> <li>Say how something is the same or different in the past.</li> <li>Develop a sense of time and how fast things change (e.g. differences between changes in their / their parents / their grandparents)</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the past and present are the same and different.</li> <li>Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</li> </ul>
<b>Cause and effect</b>	<ul style="list-style-type: none"> <li>Begin to understand why events happened or why things changed.</li> </ul>	<ul style="list-style-type: none"> <li>Recount key events from the past in their own words and begin to explain why these events happened.</li> <li>Begin to think about the impact that historical events have had on modern life.</li> </ul>
<b>Significance and interpretation</b>	<ul style="list-style-type: none"> <li>Begin to understand why events and certain people in the past are important.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why the people and events being studied are important.</li> <li>Give their view with reasons e.g. Who was the greatest explorer?</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>Ask and answer some historical questions.</li> <li>Sort pictures, objects, events into 'old' and 'new'.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer historically relevant questions.</li> <li>Compare events from different periods in history (e.g. different discoveries/voyages).</li> </ul>
<b>Using sources and evidence</b>	<ul style="list-style-type: none"> <li>Use different sources of evidence to investigate the past e.g. artefacts, pictures, stories, the Internet and databases.</li> <li>Begin to understand different ways we can learn about the past (e.g. images, stories etc)</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of historical sources to answer questions and find out about the past.</li> <li>Compare different versions of a past event e.g. two different accounts, two different photographs of person or event.</li> </ul>

	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding and knowledge</b>	<ul style="list-style-type: none"> <li>Place historical periods studied on a time line and related to historical events studied at key stage 1.</li> <li>Understand a time line can be divided into BC and AD</li> <li>Order significant events from the periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>Place events from historical periods being studied on a time line and relate to events studied at key stage 1 and those at year 3</li> </ul>	<ul style="list-style-type: none"> <li>Place events, people and date from historical periods being studied on a time line and relate to events studied at key stage 1 and those at year 3 and 4</li> <li>Place world history events on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Have a clear understanding of the order of the time periods that they have studied</li> <li>Comment on trends that happen over time.</li> <li>Annotate a timeline with historical terms and facts, showing a sense of historical scale</li> </ul>
<b>Change and development</b>	<ul style="list-style-type: none"> <li>Describe different aspects of the everyday lives of people from the historical periods or societies studied and compare with our life today e.g. buildings, clothes, leisure activities.</li> <li>Relate the different periods of history studied to the local area e.g. Roman finds in Ashwell/Local Roman settlements- Verulamium</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about changes, similarities and differences.</li> <li>Begin to have an understanding of broader trends / themes over time.</li> <li>Explore differences between different people living at the same time.</li> <li>Relate the different periods of history studied to the local area- e.g. Arbury banks</li> </ul>	<ul style="list-style-type: none"> <li>Discuss changes, similarities and differences.</li> <li>Deepen their understanding of trends/themes over time.</li> <li>Describe what life was like for different people living at the same point in history (rich/poor, military/civilians)</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about changes, similarities and differences.</li> <li>Discuss and debate trends and themes over time.</li> <li>Describe changes across an historical period e.g. social, political, cultural and technological</li> </ul>
<b>Cause and effect</b>	<ul style="list-style-type: none"> <li>Investigate, question and give reasons for events in the past (e.g. why did the first Roman invasions of Britain fail, but later ones were successful?)</li> <li>Describe the impact of events on modern life (e.g. the legacy of the Roman Empire)</li> </ul>	<ul style="list-style-type: none"> <li>Independently question the reasons behind historical events and changes.</li> <li>Give increasingly historically accurate answers to these questions.</li> <li>Describe how the events/people being studied have an impact on the modern world.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer clear questions about the past</li> <li>Ask 'why' questions to further historical understanding.</li> <li>Debate and discuss different opinions about historical causes and effects.</li> </ul>	<ul style="list-style-type: none"> <li>Independently ask and answer clear questions about the past.</li> <li>Discuss and compare a range of plausible causes and effects.</li> <li>Investigate and describe how ancient civilisations can still have an impact on our life</li> </ul>
<b>Significance and interpretation</b>	<ul style="list-style-type: none"> <li>Discuss how and why events and people being studied are significant.</li> <li>Express preferences and personal responses to topics being studied and back-them up with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about how and why events/people are significant.</li> <li>Recognise what the lives of people in the past would have been like and how they might have felt</li> </ul>	<ul style="list-style-type: none"> <li>Develop their understanding that historical knowledge comes from a range of sources,</li> <li>Understand that there can be many versions of the same events in history</li> <li>Give reasons why these may exist.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that some events and people are more significant than others, and use evidence to back-up responses.</li> <li>Understand that historical knowledge comes from a range of sources,</li> <li>Make links between historical events, changes and cultures across a range of periods studied</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>Ask relevant questions about history and begin to suggest how these might be answered.</li> <li>Use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions about history and suggest sources of evidence that could be used to answer them.</li> <li>Recognise the difference between primary and secondary sources.</li> <li>Use historical terms correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question</li> <li>Use a range of sources to help draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Consider the reliability and appropriateness of resources when using to answer a specific question.</li> <li>Draw conclusions on what happened based on the study of a range of sources.</li> <li>Identify ways in which an enquiry could be improved or extended</li> </ul>
<b>Using sources and evidence</b>	<ul style="list-style-type: none"> <li>Use a range of sources and artefacts to learn about the past</li> <li>Begin to understand that there are different accounts of history.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that historical knowledge comes from a range of sources.</li> <li>Look at two versions of the same events identifying how they are similar/different.</li> <li>Discuss the accuracy of modern depictions of historical events.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some evidence from the past is opinion, propaganda and that this affects interpretations of history</li> <li>Comment on the usefulness of different sources.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about an aspect of the past, understanding that there is often not a single answer to historical questions.</li> <li>Question the usefulness and accuracy of different sources of evidence</li> </ul>