

Ashwell Primary School

History Curriculum

History Skills Organiser



EYFS & Key Stage 1

EYFS

Nursery	<p>Area of learning- Understanding of the World</p> <ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history • Show interest in different occupations
Reception	<p>Area of Learning -Understanding of the World</p> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community ▪ Comment on images of familiar situations in the past ▪ Compare and contrast characters from stories, including figures from the past. <p>Early Learning Goals- Area of Learning -Understanding of the World- Past and Present</p> <ul style="list-style-type: none"> ▪ Talk about the lives of the people around them and their roles in society ▪ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ▪ Understand the past through settings, characters and events in books and through storytelling.

Year 1

Year 2

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

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