

Cohort:

History Skills

| EYFS | KS1 | | LKS2 | | UKS2 | |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Historical Interpretation | | | | | | |
| <p>Compare and contrast characters from stories, including figures from the past (Rec) Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</p> <p>Curricular Aims</p> <p>Reception:</p> <p>Know my place in my family and understand that events happened before I was born.</p> <p>Nursery:</p> <p>Talk about my immediate family and experiences that I have had chatting in everyday play and focused sessions, showing the ability to concentrate, think through and extend ideas and real and imaginary thoughts with others.</p> | <p>Recognise and talk about 2 different ways of finding out about the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p> | <p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none">a start to compare two versions of a past event;b observe and use pictures, photographs and artefacts to find out about the past;c start to use stories or accounts to distinguish between fact and fiction; <p>explain that there are different types of evidence and sources that can be used to help represent the past.</p> | <p>Look at 2 contrasting versions of events and explain how they are different and how they attempt to persuade or give a particular viewpoint.</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p> | <p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none">a look at more than two versions of the same event or story in history and identify differences; <p>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> | <p>Give reasons why a particular event or person might be viewed and interpreted differently.</p> <p>compare accounts of events from different sources – fact or fiction</p> | <p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none">a find and analyse a wide range of evidence about the past;b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;c consider different ways of checking the accuracy of interpretations of the past;d start to understand the difference between primary and secondary evidence and the impact of this on reliability;e show an awareness of the concept of propaganda;f know that people in the past represent events or ideas in a way that may be to persuade others; |

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| | | | | | | begin to evaluate the usefulness of different sources. |
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Historical Investiagtions

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| <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. (Rec) • <p>Curricular Aims</p> <p>Reception:</p> <p>Know my place in my family and understand that events happened before I was born.</p> <p>Nursery:</p> <p>Talk about my immediate family and experiences that I have had chatting in everyday play and focused sessions, showing the ability to concentrate, think through and extend ideas and real and imaginary thoughts with others.</p> | <p>On 2 separate occasions answer simple closed questions to demonstrate my understanding of key features of a particular event within each topic.</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> | <p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; <p>choose and select evidence and say how it can be used to find out about the past</p> | <p>Within each topic construct fact based responses to higher order questions from given historical sources.</p> <p>Use a variety of given sources to answer questions and gather information.</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> | <p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find | <p>Within each topic construct more informed responses that involve the selection of relevant information.</p> <p>begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Use the library and internet for research with increasing confidence</p> | <p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid |
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| | | | | answers about the past; | | questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. |
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Chronological Understanding

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| <p>Begin to make sense of their own life-story and family's history. (3&4) Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</p> <p>Curricular Aims</p> <p>Reception:</p> <p>Know my place in my family and understand that events happened before I was born.</p> <p>Nursery:</p> <p>Talk about my immediate family and experiences that I have had chatting in everyday play and focused sessions, showing the ability to concentrate, think through and extend ideas and real and imaginary thoughts with others.</p> | <p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p> | <p>KS1 History National Curriculum</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; <p>use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p> | <p>Plot a timeline using given dates.</p> <p>use dates and terms related to the study unit and passing of time</p> | <p>KS2 History National Curriculum</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; <p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> | <p>Understand how the current topic fits into a given historical chronology.</p> <p>know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> | <p>KS2 History National Curriculum</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; <p>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> |
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| <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past (Rec) • Talk about the lives of people around them and their roles in society. (ELG) • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG) • Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG) <p>Curricular Aims</p> <p>Reception:</p> <p>Know my place in my family and understand that events happened before I was born.</p> <p>Nursery:</p> <p>Talk about my immediate family and experiences that I have had chatting in everyday play and focused sessions, showing the ability to concentrate, think through and extend ideas and real and imaginary thoughts with others.</p> | <p>On 2 separate occasions recap an event from the past and identify at least 2 of the main differences between then and now.</p> <p>They know and recount episodes from stories about the past</p> | <p>KS1 History National Curriculum</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; <p>describe significant individuals from the past.</p> | <p>Explain how something from the past has had an effect on our lives.</p> <p>Find out about every day lives of people in time studied</p> | <p>KS2 History National Curriculum</p> <p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; <p>describe connections and contrasts between aspects of history, people, events and artefacts studied</p> | <p>Recognise and describe important similarities and differences/change and continuity between 2 different historical periods.</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p> | <p>KS2 History National Curriculum</p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; <p>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> |
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| <p>Curricular Aims</p> <p>Reception:</p> <p>Know my place in my family and understand that events happened before I was born.</p> <p>Nursery:</p> <p>Talk about my immediate family and experiences that I have had chatting in everyday play and focused sessions, showing the ability to concentrate, think through and extend ideas and real and imaginary thoughts with others.</p> | <p>Use the following common words and phrases relating to the passing of time. Old/new, past, a long time ago, then/now, before/after, in the olden days</p> <p>Use simple ways of recording their learning about the past e.g. labelling pictures or photographs; simple writing tasks with a year 1 focus e.g. writing about the moon landing.</p> | <p>KS1 History National Curriculum</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; <p>use drama/role play to communicate their knowledge about the past.</p> | <p>Use and understand appropriate historical vocabulary e.g. Stone Age, Iron Age, Hunter Gatherer, Spartan, Athenian, temples, Empire.</p> <p>Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p> | <p>KS2 History National Curriculum</p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; <p>start to present ideas based on their own research about a studied period.</p> | <p>Begin to use abstract terms such as social, economic, cultural, revolution (industrial). Present communicate and organise ideas from the past using detailed discussion and debates</p> <p>Provide an account of a historical event based upon more than one source.</p> | <p>KS2 History National Curriculum</p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; <p>plan and present a self-directed project or research about the studied period.</p> |
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| Below age related expectations | | | | | | |
| At age related expectations | | | | | | |
| Exceeding age related expectations | | | | | | |