|  | **History** | | | | | | | | |
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| **SUBJECT SPECIFIC SKILLS** | **KEY SKILLS** | | | | | | | | |
|  | **KS1** | | | **KS2** | | | | |
| **EYFS** | | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Chronology | |  | | --- | | Use everyday language related to time  Order and sequence familiar events   Describe main story settings, events and principal characters.   Talk about past and present events in their own lives and in lives of family members |   Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. | * To sequence some events or 2/3 related objects, in order * To use common words and phrases about the passing of time, including calendar time, e.g. *old, new/young, days and months* and to remember some parts of stories and memories about the past | | * To put objects and events into time order * when doing this, to use words about the passing of time, including clock time, calendar time and language like before, after, a long time ago, past * To use a wide vocabulary related to historical terms | | * To show their understanding of chronology by being increasingly aware that the past can be divided into different historical terms and dates, e.g. *Tudor, century* | * To show understanding of chronology by placing events, people and changes into correct periods of time. | * To understand chronology, sequence, local, national and international events and use appropriate terms related to the passing of time. * To use these skills when they show their knowledge and understanding when describing events | * To understand chronology, sequence, local, national and international events and use appropriate terms related to the passing of time. * To show mastery of these skills when they demonstrate their increasing knowledge and understanding when describing events |

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| Events, people and changes in the past |  | | * to tell the difference between past and present in their own and other people’s lives | | * to tell the difference between aspects of their own life and aspects of life as it used to be in the past * To give a few reasons for and/or results of the main events and changes in the periods of time which they have studied. They can suggest why people in the past acted as they did * d) to recognise some of the similarities and differences between periods of time | * To know and understand about some of the main events and people in the periods of time which they have studied * To recognise some aspects of the social and cultural diversity of the societies studied * To give a reason for and/or results of the main events and changes in the periods of time which they have studied. They can suggest why people in the past acted as they did * To recognise some of the similarities and differences between periods of time | * To know and understand about some of the main events, people and changes in the periods of time which they have studied * To recognise some aspects of the social, cultural, religious and ethnic diversity of the societies studied * To give a number of reasons for and/or results of the main events and changes in the periods of time which they have studied. They can suggest why people in the past acted as they did * To recognise and explain some of the similarities and differences between periods of time | * To show their knowledge and understanding of aspects of the history of Britain and other countries by describing one important feature of the past societies and periods studied * To describe some of the main ideas, beliefs, attitudes and experiences of men, women and children to identify the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world * To give some causes and consequences of the main events in the periods they have studied * To describe changes and links both within and across the different times they have studied | * To show their knowledge and understanding of aspects of the history of Britain and other countries by the way in which they describe important features of past societies and periods * To identify some of the ideas, beliefs, attitudes and experiences of men, women and children to identify the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world * To give some causes and consequences of the main events, situations and changes in the periods they have studied * To identify a number of changes and links both within and across the different times they have studied and explain the reasons for them. |
| Interpretation | * To begin to understand why people did things in the past, * To begin to identify and recount some details from the past from sources, e.g. *pictures, stories* | | * To begin to understand why people did things in the past, * To begin to identify and recount some details from the past from sources, e.g. *pictures, stories* | | * To begin to understand why people did things in the past, and how this past has been represented (sources) * To identify some of the different ways in which the past is represented, e.g. *artist’s pictures, museum displays, writing* | * To identify some of the different ways in which the past is represented, e.g. artist’s pictures, museum displays, writing | * To identify a number of different ways in which the past is represented, e.g. artist’s pictures, museum displays, writing | * To show how some aspects of the times they have been studying have been represented and interpreted in different ways | * To show how some aspects of the times they have been studying have been represented and interpreted in different ways and gives reason for this |
| Enquiry | |  | | --- | | Be curious about people and show interest in stories   Answer ‘how’ and ‘why’ questions … in response to stories or events.   Explain own knowledge and understanding, and asks appropriate questions.   Know that information can be retrieved from books and computers   Record, using marks they can interpret and explain | | | | * To answer questions about the past by observing or handling sources of information e.g. *objects, pictures, people talking about their past, buildings, written sources* * To find answers to simple questions about the past from sources of information | * To answer questions about the past by observing or handling sources of information e.g. *objects, pictures, people talking about their past, buildings, written sources* * To make detailed observations and to begin to make inferences and deductions from sources of information e.g. *objects, pictures, people talking about their past, buildings,* music*, written sources* * To find answers to questions about the past by using sources of information | * To make detailed observations and to begin to make inferences and deductions from sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources * To find answers to questions about the past by using sources of information | * To make detailed observations and to begin to make a number of inferences and deductions from a variety of sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources * To find answers to questions about the past by using a variety of sources of information | * To begin to research, select and combine information from sources of information about the past so that they can find answers to historical questions, | * To begin to research, select and combine information from sources of information about the past so that they can find answers to historical questions, and test hypotheses * To ensure research is relevant to the focus of enquiry * To begin to produce structured work making appropriate use of dates and historical vocabulary |
| Communication | * To show what they know and understand about the past in different ways, e.g. *speaking, role-play, drawing, writing* | | | | * To show what they know * To understand in different ways, e.g. speaking, role-play, drawing, writing | * To show what they know * To understand in different ways, e.g. speaking, role-play, drawing, writing   when doing this, to can use some special terms like monarch, settlement, invasion, civilization | * To show what they know in a variety of ways * To understand in a wide variety of different ways, e.g. speaking, role-play, drawing, writing * when doing this they can use some special terms like monarch, settlement, invasion civilization and peasantry | * To begin to use dates and terms to do with the passing of time, e.g. century, decade, BC, AD, when they write down the knowledge and understanding of what they have learned * to understand and use special words correctly, e.g. invasion, settlement, monarch, trade * to begin to produce structured writing, making appropriate use of the dates and special words which they know and understand | * To use dates and terms to do with the passing of time, e.g. century, decade, BC, AD, when they write down the knowledge and understanding of what they have learned * to understand and show mastery of special words e.g. invasion, settlement, monarch, trade * to begin to produce structured writing, making appropriate use of the dates and special words which they know and understand using sophisticated historical vocabulary e.g empire, civilization, parliament and peasantry |

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| **– Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:** | | | | |
| **Continuity and change** in and between periods | EYFS   Look closely at similarities, differences, patterns and change   Develop understanding of growth, decay and changes over time | KS1   Identify similarities / differences between ways of life at different times | Lower KS2   Describe / make links between main events, situations and changes within and across different periods/societies | Upper KS2   Identify and explain change and continuity within and across periods |
| **5b.**  **Cause and consequence** |  Question why things happen and give explanations |  Recognise why people did things, why events happened and what happened as a result |  Identify and give reasons for, results of, historical events, situations, changes |  Analyse / explain reasons for, and results of, historical events, situations, changes |
| **5c.**  **Similarity / Difference** within a period/situation (diversity) |  Know about similarities and differences between themselves and others, and among families, communities and traditions |  Make simple observations about different types of people, events, beliefs within a society |  Describe social, cultural, religious and ethnic diversity in Britain & the wider world |  Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies |
| **5d.**  **Significance** of events / people |  Recognise and describe special times or events for family or friends |  Talk about who was important eg in a simple historical account |  Identify historically significant people and events in situations |  Consider/explain the signif-icance of events, people and developments in their context and in the present. |