

Building History Skills

| EYFS | Toys Then and Now | Transport Then and Now | Seaside Then and Now |
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| <p>ELG: Past and Present Children at the expected level of development will:</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 encountered in books read in class and storytelling. | <p>I can understand that when something happened a long time ago you say that it happened in the past.</p> <p>I can understand that when something is still happening today, you can say it is happening in the present.</p> <p>With support I can look at photographs and know some similarities and differences between things in the past and present.</p> <p>With support I can ask questions to the people around me and know some similarities and differences between things in the past and present.</p> <p>With support I can use my own experiences and by listening to stories and know some similarities and differences between things in the past and present.</p> | | |

Build History Skills in Year 1

| <p>Changes within living memory- What was Parkfield Primary School like in the past?</p> | <p>Events beyond living memory – How did the Great Fire of London change London?</p> | <p>Lives of significant individuals – Who was Grace Darling?</p> | <p>Significant historical events, people or places (local history)- Where did Kings and Queens live through time? (Dunster Castle link)</p> |
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| <p>Chronology - I am beginning to place events, artefacts and historical figures on a timeline. I can use dates where appropriate.</p> <p>Evidence and Interpretation- I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Cause and Consequence- I can understand that there were changes to the school to make it better for the children.</p> <p>Change and Continuity - I can understand that the school will continue to change overtime.</p> <p>Similarity and Difference - I can understand how Parkfield was similar and different years ago to present day.</p> <p>Historical Significance- I can describe why Parkfield changed and why it was important.</p> | <p>Chronology- I am beginning to place events, artefacts and historical figures on a timeline. I can use dates where appropriate.</p> <p>Evidence and Interpretation- I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary)</p> <p>Cause and Consequence- I can explain the causes of the Great Fire of London and what the consequences were.</p> <p>Change and Continuity- I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p> <p>Similarity and Difference- I can use artefacts and diary entries to compare similarities and Differences. I can identify some of the different ways the past has been represented.</p> <p>Historical Significance- I can describe significant people from the past and explain why they are important. I can name a monarch.</p> | <p>Chronology- I am beginning to place events and some artefacts on a timeline.</p> <p>Evidence and Interpretation- With support, I can observe or handle some evidence to ask questions about the past.</p> <p>Cause and Consequence - I can explain the causes of the shipwreck and what the consequences were.</p> <p>Change and Continuity- I can describe what changed after Grace Darling rescued the sailors and how these changes have continued through to the 21st century.</p> <p>Similarity and Difference- I can compare the similarities and differences of lifeboats then and now.</p> <p>Historical Significance- I can talk about Grace Darling legacy.</p> | <p>Chronology- I am beginning to place events and some artefacts on a timeline.</p> <p>Evidence and Interpretation- With support, I can observe or handle some evidence to ask questions about the past.</p> <p>Cause and Consequence- I can begin to explain why monarchs built castles and what the consequences of these actions were.</p> <p>Change and Continuity- I can describe changes and historical events.</p> <p>Similarity and Difference- I can compare the similarities and differences between different castles</p> <p>Historical Significance- I can begin to talk about key events of a significant king/queen or castle.</p> |

Building History Skills in Year 2

| <p align="center">Changes within living memory - What was my local park like?</p> | <p align="center">Lives of significant individuals – international achievements – How did Florence Nightingale and Mary Seacole help to improve hospitals?</p> | <p align="center">Significant historical events, people or places. Events beyond living memory – Who was Isambard Kingdom Brunel?</p> |
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| <p>Chronology - I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate to understand the key events of Vivary Park.</p> <p>Evidence and Interpretation- I can observe or handle evidence to ask questions and find answers to questions about the Vivary Park's past.</p> <p>Cause and Consequence- I can recognise that there are reasons why people in the past acted as they did and what the consequences of why Vivary Park has changed within living memory.</p> <p>Change and Continuity – I can describe how Vivary Park continues to change.</p> <p>Similarity and Difference- - I can use artefacts to help me describe the similarities and differences of Vivary Park then and now.</p> <p>Historical Significance- I can describe how significant events or people have been commemorated in Vivary Park.</p> | <p>Chronology- I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate.</p> <p>Evidence and Interpretation - I can observe or handle evidence to ask questions and find answers to questions about the past</p> <p>Cause and Consequence- I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p> <p>Change and Continuity- I can describe changes and the historical events they led to.</p> <p>Similarity and Difference- I can use pictures, stories and film footage to find out about the past.</p> <p>I can identify some of the different ways the past has been represented.</p> <p>Historical Significance - I can describe significant people and events from the past and explain why they are important.</p> | <p>Chronology - begin to sequence events or artefacts on a timeline within the time period or event being studied.</p> <p>Evidence and Interpretation - understanding that primary sources were writings or artefacts created at the time of the event or period being studied. Ask historically-valid</p> <p>Cause and Consequence- understands the terms 'cause' and 'consequence' and can explain a simple cause and consequence of a significant event studied.</p> <p>Change and Continuity - describe what changed in history because of a significant event and how that change continued or otherwise into modern times.</p> <p>Similarity and Difference- identifies generalisations about a studied time period or person and how that is different to today.</p> <p>Historical Significance- describe how we remember an important event or person and why they were significant.</p> |

Building History Skills in Year 3

(Changes in Britain from Stone Age to Iron Age) –
How did daily life change from Stone Age to Iron Age?

Chronology- I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age.
With support, I can use BCE.

Evidence and Interpretation- I can observe evidence to ask about the past and come to conclusions based on what I have seen.
I can explain how we find prehistoric evidence.

Cause and Consequence- I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.

Change and Continuity- With support, I can begin to explain the concept of change over a long period of history

Similarity and Difference- I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.

Historical Significance- I can suggest suitable sources of evidence to find out about significant people/events.

(The achievements of earliest civilisations) –
What were the greatest achievements of the Ancient Egyptians?

Chronology- I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE.

Evidence and Interpretation- I can suggest suitable sources of evidence for historical enquiries.
I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Cause and Consequence- I can suggest causes and consequences of some of the main events within Ancient Egypt.

Change and Continuity- I can begin to explain the concept of change over a long period of history.

Similarity and Difference- I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.

Historical Significance - I can suggest suitable sources of evidence for historical enquiries. I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.

Building History Skills in Year 4

The Roman Empire and its impact on Britain –

How did the Roman Empire impact Britain?

Chronology- I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).

Evidence and Interpretation- I can suggest more than one suitable source for historical enquiry. I can begin to discuss the reliability of sources.

Cause and Consequence- I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.

Change and Continuity- I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.

Similarity and Difference- I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).

Historical Significance- I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).

A study of Greek Life and achievements and their influence on the world-

What were the greatest achievements of the Ancient Greeks?

Chronology- I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.

Evidence and Interpretation - I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.

Cause and Consequence- I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.

Change and Continuity- I can explain the concept of change over time and represent this with evidence.

Similarity and Difference- I can describe the social, ethnic, cultural and religious diversity of the past.

Historical Significance- I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).

Building History Skills in Year 5

(Britain's settlement by Anglo-Saxons and Vikings) –

How did England change during the settlement of the Anglo-Saxons and Vikings?

Chronology- I can use dates accurately in describing events and people.

Evidence and Interpretation- I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why.

Cause and Consequence - I can describe causes of invasion in Britain and what the consequences were.

Change and Continuity - I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.

Similarity and Difference - I can compare similarities and differences between Anglo-Saxon and Viking culture.

Historical Significance - I can describe the social and cultural significance of a past society.

(A non-European study that provides contrast with British history)-

What similarities and differences are there between the Maya civilisation and England from the 8th -10th century?

Chronology- I can use dates and terms accurately in describing events and people.

Evidence and Interpretation- I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past.

Cause and Consequence - I can describe causes of events and their consequences in Ancient Maya.

Change and Continuity- I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time.

Similarity and Difference- I can compare the similarities and differences between civilisations and cultures.

Historical Significance- I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past, including ideas and beliefs.

Building History Skills in Year 6

Depth study based on the evacuee life during the Second World War – (local history study)

Chronology- can accurately place time periods and events on a timeline and understand that different civilizations lived simultaneously in different parts of the world.

Evidence and Interpretation- more developed understanding of bias and propaganda and why a source may have been written in such a way and what it tells us about the past.

Cause and Consequence- explains the consequences of an event in both short term and long term effects.

Change and Continuity - can understand and analyse as a historian the continuity and change related to one or more themes throughout 10,000 years of human history, e.g. technology, housing, politics, society, empire, power

Similarity and Difference - can identify specific similarities and differences between different civilizations with reference to evidence.

Historical Significance - understands how the same event in history impacts different people groups in different ways and how life is different today because of the actions of key individuals in the past.

Post 1066 study - How has crime and punishment changed through time?

Chronology- I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

Evidence and Interpretation – I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past.

With support, I can refine lines of enquiry as appropriate.

Cause and Consequence - I can describe the social causes of crime and punishment. I can describe the consequences of crimes.

Change and Continuity - I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological.

I can use appropriate historical vocabulary to communicate change and continuity.

Similarity and Difference - I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day.

Historical Significance- I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

| Historical Skills | Chronological understanding | Continuity and Change | Cause and Consequence | Similarity and Difference | Significance | Interpreting evidence |
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| EYFS | <p>With support, sequence events in their life</p> <p>Begin to develop an understanding of the passage of time, yesterday, a little while ago, a long time ago,</p> | <p>Beginning to understand that some things were the same in the living memory past and that some things have changed.</p> | <p>With support can explain why a person acted the way they did in the past.</p> | <p>With support, is beginning to understand the meanings of the words 'similar' and 'different' and can identify an example between their life and the childhood of their parents or grandparents.</p> | <p>With support, can understand the difference between an event which is important to them and an event or person who is significant to our shared history.</p> | <p>Use stories to encourage children to distinguish between fact and fiction in relation to the past</p> |
| Year 1 | <p>understand that time only moves forwards and we cannot go back in time. Understands the concept of past and present and consider the past in the living memory of parents, grandparents and great-grandparents.</p> | <p>understands that some things were the same in the living memory past and that some things have changed.</p> | <p>explains why a person acted the way they did in the past.</p> | <p>understands the meanings of the words 'similar' and 'different' and can identify an example between their life and the childhood of their parents or grandparents.</p> | <p>can understand the difference between an event which is important to them and an event or person who is significant to our shared history.</p> | <p>Identifying items from the past within living memory and talking about what they mean and recognising these as artefacts (e.g. a great-grandfather's medals or black and white photographs)</p> |
| Year 2 | <p>begin to sequence events or artefacts on a timeline within the time period or event being studied.</p> | <p>describe what changed in history because of a significant event and how that change continued or otherwise into modern times.</p> | <p>understands the terms 'cause' and 'consequence' and can explain a simple cause and consequence of a significant event studied.</p> | <p>identifies generalisations about a studied time period or person and how that is different to today.</p> | <p>describe how we remember an important event or person and why they were significant.</p> | <p>understanding that primary sources were writings or artefacts created at the time of the event or period being studied. Ask historically-valid</p> |

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| | | | | | | questions of artefacts from a period. |
| Year 3 | understands the concept of prehistory in terms of a vast time period before written records were kept (history). | understands how specific elements of human life have stayed the same between today and a period of the past studied, as well as those features which have changed. | begins to understand that some causes of events or change are influenced by humans and others are uncontrollable such as natural hazards but both have consequences. | can identify several key similarities and differences between the lives of those in a studied time period and their own lives today. | understands that significance is related to a wider impact on national and international society and can give examples. | understand the difference between primary and secondary sources and use both increasingly independently to discern information about the past. |
| Year 4 | understands and uses BCE / CE and BC / AD to refer to time periods and events within history. Begins to understand the concept of periods of time in hundreds and thousands of years. | understands the historical concept of 'continuity' as things which have remained the same over long periods of time and 'change' as the differences between one time period and another and can give several examples. | is able to identify several causes of a significant event and the subsequent consequences. | can identify similarities and differences between periods studied and periods previously studied. | can begin to link significant events in national and international history to their impact on a local scale. | begin to understand that there can be more than one interpretation of the past and asks questions of the origin and purpose of sources and artefacts. |
| Year 5 | can confidently sequence time periods studied up to the present on a scaled time line both in British history and those studied worldwide. | can discuss continuity and change between two recent historical periods studied. | explains the consequences of an event in both short term and long term effects. | is able to identify key similarities and differences in the lives of two significant individuals from history in more abstract terms, e.g. how they both overcame challenges. | can start to make their own judgements about the varying significance of individuals and civilizations using the evidence available. | questioning the reliability and trustworthiness of a source and asking what can be learnt from a source even if it is untrustworthy. |

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| Year 6 | can accurately place time periods and events on a timeline and understand that different civilizations lived simultaneously in different parts of the world. | can understand and analyse as a historian the continuity and change related to one or more themes throughout 10,000 years of human history, e.g. technology, housing, politics, society, empire, power | is able to explain in a detailed way multiple causes and consequences of significant events in history. | can identify specific similarities and differences between different civilizations with reference to evidence. | understands how the same event in history impacts different people groups in different ways and how life is different today because of the actions of key individuals in the past. | more developed understanding of bias and propaganda and why a source may have been written in such a way and what it tells us about the past. |
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