

History- Key Skills

	EYFS
Understanding the World: Past and Present	ELG: <ul style="list-style-type: none"> • Talk about the lives of 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.
3-4 Year olds	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Examples of how to support this:	<ul style="list-style-type: none"> • Provide opportunities for children to talk about photos and memories. • Encourage children to talk about their life story
Reception	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
Examples of how to support this:	<ul style="list-style-type: none"> • Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Show images of familiar situations in the past such as homes, transports • Offer opportunities to organise events using basis chronology • Select stories that help children begin to develop an understanding of the past and present, using both fiction and non-fictional characters from a range of cultures

	Year 1
Chronology	<ul style="list-style-type: none"> • sequence events or objects in chronological order
Range and depth of historical knowledge	<ul style="list-style-type: none"> • Begin to describe similarities and differences in artefacts • drama – why people did things in the past • use a range of sources to find out characteristic features of the past
Interpretations of history	<ul style="list-style-type: none"> • begin to identify different ways to represent the past e.g. photos, stories, adults talking about the past (photos, BBC website)
Historical enquiry	<ul style="list-style-type: none"> • sort artefacts “then” and “now” • use as wide a range of sources as possible • speaking and listening • (links to literacy) to ask and answer questions related to different sources and objects

Organisation and communication	<ul style="list-style-type: none"> • Time-lines (3D with objects/ sequential pictures) • drawing • drama/role play • writing (reports, labelling, simple recount) • ICT
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	Year 2
Chronology	<ul style="list-style-type: none"> • sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life • describe memories of key events in lives
Range and depth of historical knowledge	<ul style="list-style-type: none"> • find out about people and events in other times • collections of artefacts – confidently describe similarities and differences • drama – develop empathy and understanding (hot seating, sp. and listening)
Interpretations of history	<ul style="list-style-type: none"> • compare pictures or photographs of people or events in the past • able to identify different ways to represent the past
Historical enquiry	<ul style="list-style-type: none"> • use a source – why, what, who, how, where to ask questions and find answers • sequence a collection of artefacts • Use of time-lines • discuss the effectiveness of sources
Organisation and communication	<ul style="list-style-type: none"> • Class display/ museum annotated photographs • ICT

	Year 3
Chronology	<ul style="list-style-type: none"> • place the time studied on a time-line • sequence events or artefacts • use dates related to the passing of time
Range and depth of historical knowledge	<ul style="list-style-type: none"> • find out about everyday lives of people in time studied • compare with our life today • identify reasons for and results of people's actions • understand why people may have had to do something • Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)
Interpretations of history	<ul style="list-style-type: none"> • identify and give reasons for different ways in which the past is represented • distinguish between different sources and evaluate their usefulness • look at representations of the period – museum, cartoons, etc.
Historical enquiry	<ul style="list-style-type: none"> • use a range of sources to find out about a period • observe small details – artefacts, pictures • select and record information relevant to the study • begin to use the library, e-learning for research ask and answer questions
Organisation and communication	<ul style="list-style-type: none"> • communicate knowledge and understanding in a variety of ways – discussions, pictures, • writing, annotations, drama, mode

	Year 4
Chronology	<ul style="list-style-type: none"> • place events from period studied on a time-line • use terms related to the period and begin to date events • understand more complex terms e.g. BCE/AD
Range and depth of historical knowledge	<ul style="list-style-type: none"> • use evidence to reconstruct life in time studied • identify key features and events • look for links and effects in time studied • offer a reasonable explanation for some events • Develop a broad understanding of ancient civilisations
Interpretations of history	<ul style="list-style-type: none"> • look at the evidence available • begin to evaluate the usefulness of different sources • use of text-books and historical knowledge
Historical enquiry	<ul style="list-style-type: none"> • use evidence to build up a picture of a past event • choose relevant material to present a picture of one aspect of life in time past • ask a variety of questions • use the library, e-learning for research
Organisation and communication	<ul style="list-style-type: none"> • select data and organise it into a data file to answer historical questions • know the period in which the study is set • display findings in a variety of ways • work independently and in groups

	Year 5
Chronology	<ul style="list-style-type: none"> • place current study on time-line in relation to other studies • know and sequence key events of time studied • use relevant terms and periods labels • relate current studies to previous studies • make comparisons • between different times in history
Range and depth of historical knowledge	<ul style="list-style-type: none"> • study different aspects of • life of different people – differences between men and women • examine causes and results of great events and the impact on people • compare life in early and late times studied • compare an aspect of life with the same aspect in another period • Compare and contrast ancient civilisations
Interpretations of history	<ul style="list-style-type: none"> • compare accounts of events from different sources. Fact or fiction • offer some reasons for different versions of events
Historical enquiry	<ul style="list-style-type: none"> • begin to identify primary and secondary sources • use evidence to build up a picture of life in time studied • select relevant sections of information • confident use of library, e-learning, research
Organisation and communication	<ul style="list-style-type: none"> • fit events into a display sorted by theme time • use appropriate terms, matching dates to people and events • record and communicate knowledge in different forms • work independently and in groups showing initiative

	Year 6
Chronology	<ul style="list-style-type: none"> • place current study on time-line in relation to other studies • use relevant dates and terms • sequence up to ten events on a time-line
Range and depth of historical knowledge	<ul style="list-style-type: none"> • find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • compare beliefs and behaviour with another period studied • write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Study change through the lives of significant individuals • know key dates, characters and events of time studied.
Interpretations of history	<ul style="list-style-type: none"> • link sources and work out how conclusions were arrived at • consider ways of checking the accuracy of interpretations – fact or fiction and opinion • be aware that different evidence will lead to different conclusions • confident use of the library etc. for research
Historical enquiry	<ul style="list-style-type: none"> • recognise primary and secondary sources use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out • bring knowledge gathering from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none"> • select aspect of study to make a display • use a variety of ways to communicate knowledge and understanding including extended writing • plan and carry out individual investigations