



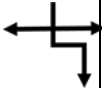



History skills from EYFS to Year 3

	Chronology 	Historical terminology <u>History</u>	Historical enquiry and interpretation 	Continuity and change 	Cause and consequence 	Similarities and differences 	Significance 
EYFS	<ul style="list-style-type: none"> <li>• Use everyday language related to time.</li> <li>• Order and sequence familiar events.</li> <li>• Describe main story settings, events and principal characters.</li> <li>• Talk about past and present events in their own lives and in lives of their family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to show curiosity about people and show interest in stories.</li> <li>• Is beginning to answer 'how' and 'why' questions...in response to stories and events.</li> <li>• Is beginning to explain own knowledge and understanding.</li> <li>• Is beginning to understand that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at similarities, differences, patterns and change.</li> <li>• Develop understanding of growth, decay and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to question why things happen and can give some explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about similarities and differences and between themselves and others, and beginning to notice among families, communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe special times or events for family and friends.</li> </ul>

			<ul style="list-style-type: none"> <li>Record, using marks they can interpret and explain.</li> </ul>				
Year 1	<ul style="list-style-type: none"> <li>Develop an awareness of the past.</li> <li>Use common words and phrases relating to the passing of time.</li> <li>Know where all people studied fit into a chronological framework.</li> <li>Identify similarities/differences between periods.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of everyday terms verbally and sometimes in writing i.e. <i>parliament, empire, peasant.</i></li> </ul>	<ul style="list-style-type: none"> <li>Is curious about people and show interest in stories.</li> <li>Answer 'how' and 'why' questions...in response to stories and events.</li> <li>Explain own knowledge and understanding, and asks appropriate questions.</li> <li><u>Know</u> that information can be retrieved from books, computers and by asking people.</li> <li>Record in ways that they can explain.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities/differences between ways of life at different times. I.e. Between Florence Nightingale and now, between Victorian and Tudor Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise why people did things, why events happened and what happened as a result .e.g. Why did Florence Nightingale become a nurse and go to Crimea, how did her teaching and hygiene reforms change nursing today?</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about different types of people, events and beliefs within society. Such as when studying the Titanic, can compare different types of people and how they lived and travelled – first, second and third class and how this was reflected in society.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about who was important in a simple historical account e.g. Guy Fawkes.</li> </ul>

Year 2	<ul style="list-style-type: none"> <li>• Develop an awareness of the past and can sequence events and artefacts on a timeline.</li> <li>• Use modelled words and phrases relating to the passing of time.</li> <li>• Know where all people studied fit into a chronological framework and can put them on a timeline.</li> <li>• Identify and explain similarities/differences between periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of historically correct nouns when describing or comparing verbally and sometimes in writing i.e. <i>wattle/daub, squirt, quill.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Is curious about people and show interest in stories.</li> <li>• Answer 'who', 'what' 'how' and 'why' questions...in response to a range of sources.</li> <li>• Explain own knowledge and understanding, and asks appropriate questions including 'why' and 'how'.</li> <li>• Know that information can be retrieved from a range of resources including books, computers and by asking people.</li> <li>• Record in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies several similarities/differences between ways of life at different times. I.e. Between Florence Nightingale and now, between Victorian and Tudor Britain and begin to suggest possible reasons for them.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and give examples of why people did things, why events happened and what happened as a result .e.g. Why did Florence Nightingale become a nurse and go to Crimea, how did her teaching and hygiene reforms change nursing today?</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations and give examples about different types of people, events and beliefs within society. Such as when studying the Titanic, can compare different types of people and how they lived and travelled – first, second and third class and how this was reflected in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about who was important and give some reasons why in a historical account e.g. Guy Fawkes.</li> </ul>
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Year 3	<ul style="list-style-type: none"> <li>Place the time studied on a timeline.</li> <li>Use dates and terms related to the study unit and passing of time.</li> <li>Sequence several events or artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Uses speaking and writing skills to present findings to others.</li> <li>Decides on own labels and diagrams to share information with others.</li> <li>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented.</li> <li>Distinguish between different sources – compare different versions of the same story.</li> <li>Look at representations of the period – museum, cartoon etc.</li> <li>Use a range of sources to find out about a period.</li> <li>Observe small details – artefacts, pictures.</li> <li>Select and record information relevant to the study.</li> <li>Begin to use the library and</li> </ul>	<ul style="list-style-type: none"> <li>Identifies several similarities/differences between ways of life at different times. I.e. Between Florence Nightingale and now, between Victorian and Tudor Britain and begin to suggest possible reasons for them.</li> </ul>	<ul style="list-style-type: none"> <li>Identify reasons for and results of people's actions.</li> <li>Understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>Make observations and give examples about different types of people, events and beliefs within society. Such as when studying the Titanic, can compare different types of people and how they lived and travelled – first, second and third class and how this was reflected in society.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied.</li> <li>Compare with our life today.</li> </ul>
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