



Our Lady's R.C. Primary School

History Curriculum – Key Skills and Knowledge and Vocabulary

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge							
Chronological Understanding	<p>Talk briefly about past events at home e.g. 'yesterday'</p> <p>They use past, present and future forms accurately when talking about events.</p> <p>Talk about brief differences in the past. For example, they can find out about the childhood of their grandparents.</p>	<p>To understand the difference between events that happened now and in the past.</p> <p>To know about things that happened to them in the past and to know some things that happened to other people in the past.</p> <p>Understand how to put a few events or objects in order of when they happened.</p> <p>To use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young</p>	<p>To understand and use the words past and present when telling others about an event</p> <p>Recount changes in my own life over time</p> <p>To understand how to put people, events and objects in order of when they happened, using a scale provided by the teacher</p> <p>To use words and phrases such as: recently, when my parents/carers were children, decades, and centuries.</p> <p>Sequence artefacts closer together in time</p> <p>Sequence photographs etc from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>To be able to describe events and periods using words: BC & AD and decade</p> <p>To describe things from the past using dates when things happened</p> <p>To describe events and periods using words of ancient and century</p> <p>To use a timeline within a specific time in history to set out the order of things as they may have happened</p> <p>To use mathematical knowledge to work out how long ago events would have happened</p>	<p>To be able to plot recent history on a timeline using centuries</p> <p>To place periods of history on a timeline showing periods of time</p> <p>To use mathematical skills to round up time differences into centuries and decades</p>	<p>To be able to use dates and historical language in investigative work</p> <p>To be able to draw a timeline with different time periods outlined, which show different periods of history, when famous people live, etc.</p> <p>To use mathematical skills to work out the exact time scales and differences as need be</p>	<p>To say where a period of history fits on a timeline</p> <p>To place a specific event on a timeline by decade</p> <p>To place features of historical events and people from past societies and periods in a chronological framework</p>
Knowledge and Interpretation	<p>To recall and recount significant past and present events of their own lives and think about how things have changed within their lifetime.</p>	<p>They know and recount episodes from stories about the past</p> <p>To be able to out some facts about people long ago. (Before living memory.)</p> <p>To be able to find out some facts about events that happened long ago.</p> <p>To say why people may have acted as they did</p> <p>Use stories to encourage children to distinguish between fact and fiction and to find out about the past</p> <p>Compare adults talking about the past - how reliable are memories</p>	<p>Use information to describe the past use information that they have found out about the past to describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history (giving some interesting details.)</p> <p>Compare 2 versions of a past event compare pictures or photographs of people or events in the past discuss reliability of photos/accounts/stories</p>	<p>To appreciate that the early Brits would not have communicated as we do or have eaten as we do</p> <p>To begin to picture what life would have been like for the early settlers</p> <p>To recognise that Britain has been invaded by several different groups over time</p> <p>To realise that invaders in the past would have fought fiercely, using hand to hand combat</p> <p>To be able to suggest why certain events happened as they did in history</p> <p>To suggest why certain people acted as they did in history</p>	<p>To explain how events from the past have helped shape our lives</p> <p>To appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</p> <p>To know that people who lived in the past cooked and travelled differently and used different weapons from ours</p> <p>To recognise that the lives of wealthy people were very different from those of poor people</p> <p>To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p>	<p>To describe historical events from the different period/s they are studying/ have studied</p> <p>To make comparisons between historical periods, explaining things that have changed and things which have stayed the same</p> <p>To explain the role that Britain has had in spreading Christian values across the world</p> <p>To begin to appreciate that how we make decisions has been through a Parliament for some time</p> <p>To appreciate that significant events in history have helped shape the country we have today</p> <p>To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</p>	<p>To be able to summarise the main events from a specific period in history explaining the order in which key events happened</p> <p>To summarise how Britain has had a major influence on world history</p> <p>To describe features of historical events and people from past societies and periods they have studied</p> <p>To recognise and describe differences and similarities/ changes and continuity between different periods of history</p> <p>To have a good understanding as to how crime and punishment has changed over the years</p>
Historical Enquiry	<p>Identify similarities and differences.</p>	<p>Find answers to simple questions about the past from</p>	<p>Ask, "What was it like for people in the past?" and use information to help</p>	<p>To recognise the part that archaeologists have had in helping us</p>	<p>To research two different versions of</p>	<p>To be able to test out a hypothesis in order to answer a question</p>	<p>To be able to look at two different versions and say how the</p>



	<p>Know that information can be retrieved from books, the internet and people.</p> <p>Begin to ask and answer 'how' and 'why' questions in response to stories or events.</p>	<p>sources of information e.g artefacts</p> <p>To look at pictures and ask: Which things are old and new? What were the people doing? To look at objects and ask and try to answer: 'What were they used for?'</p>	<p>answer the question Ask, "What happened in the past?" and use information to help answer the question. ask, "How long ago did an event happen?" and try to work it out estimate the ages of people (younger, older) by studying and describing their feature</p>	<p>understand more about what happened in the past</p> <p>To use various sources of evidence to answer questions</p> <p>To use various sources to piece together information about a period in history</p> <p>To research a specific event from the past</p> <p>To use their 'information finding' skills in writing to help them write about historical information</p> <p>To discover (through research), identifying similarities and differences between given periods in history</p>	<p>an event and say how they differ</p> <p>To research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</p> <p>To give more than one reason to support an historical argument</p> <p>To communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</p>	<p>To appreciate how historical artefacts have helped us understand more about British lives in the present and the past</p>	<p>author may be attempting to persuade or give a specific viewpoint</p> <p>To identify and explain their understanding of propaganda</p> <p>To describe a key event from Britain's past using a range of evidence from different sources</p>
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Progression of skills

CHRONOLOGICAL UNDERSTANDING	Understand the chronology of their own day.	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in live	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
RANGE AND DEPTH OF HISTORICAL KNOWLEDGE	Begin to recognise the difference between past and present in their own lives.	Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	Find out about every day 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 wanted to do something	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Study different aspects 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	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
INTERPRETATION OF HISTORY	Begin to use stories to encourage children to distinguish between fact and fiction.	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	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 Confidently use the library and internet for research
HISTORICAL ENQUIRY	Find answers to simple questions about the past with support.	Find answers to simple questions about the past from sources of information e.g. artefacts.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	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 and internet for research	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 and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	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 gathered from several sources together in a fluent account

Vocabulary

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	old new past ago family tree	a long time ago. when I was little past since I was born famous celebrate event(s) queen king rule years difference object artefact picture photograph explain used for	before I was born when I was younger before/after past/present then/now sequence chronological order earlier later local area historical event when grandparents were young Britain parliament older person source research Briton	BC/AD decade ancient century timeline period Brits settlers settlement invaders/invasion conquer(ed) combat archaeologists excavate evidence similarities/ differences information finding skills historical information historian	recent history time difference shape our lives religious differences wealthy poor items accurate picture of the past version historical argument point of view	comparison role of Britain Christian values crime punishment hypothesis	societies summarise major influence world history civilizations changes/ continuity persuade viewpoint propaganda
CHALLENGING	Year 1 words	chronological order recent history very old when mummy and daddy were little before after historical event past/present succeed/succession	locality democracy eye-witness account	war distress bloodshed specific reason homesick	way of life dictated availability food sources developments inventions impact on health/ education aspect	specific features of a time period (e.g. medicine/ weaponry/ transport) plague medicine healthcare influence	advancements causes in history British Empire helped/ hindered relationships mono-cultural/ multi- cultural society interpretations significant