

St Chad's Curriculum 2022

Chronological awareness				
	END OF EYFS	END OF KS1	END OF LKS2	END OF UKS2
Chronology and understanding	<p>Know similarities between things in the past and now, drawing upon their experiences and what has been read in class.</p> <p>Use language relating to time eg. now and past.</p> <p>Order and sequence familiar events.</p>	<p>Sequence 3-5 events and artefacts.</p> <p>Sequence events and recount changes within living memory.</p> <p>Describe memories of key events in their life</p> <p>Begin to recognise how long each event lasted.</p> <p>Know where people/events studied fit into a chronological framework.</p> <p>Describe similarities and differences of artefacts and between ways of life in different periods.</p> <p>Place people or events studied on a simple timeline.</p> <p>Use common words and phrases for the passing of time (E.g. now, long ago, then, before, after, past, present, before, after, then, now).</p>	<p>Use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Sequence 6-8 events, historical pictures or artefacts.</p> <p>Understand that history is divided into periods of history eg. ancient times, Middle Ages and modern.</p> <p>Understand more complex terms (e.g. BC/AD, decade, century)</p> <p>Place events from periods studied on timeline</p> <p>Use dates and terms related to the unit and passing of time, eg. millennium, continuity, and ancient.</p> <p>Begin to develop a chronologically secure knowledge of local, British and world history across periods studied.</p> <p>Notice connections over a period of time.</p> <p>Make a simple individual timeline.</p>	<p>Know and sequence key events of time studied, comparing where it fits in with times studied in previous year groups.</p> <p>Understand the term 'century' and how dating by centuries works.</p> <p>Putting dates in the correct century.</p> <p>Use relevant terms and period labels, eg. Stone Age, Bronze Age, Romans, Anglo-Saxons, Vikings, Greeks, Ancient Egyptians, Mayas and Victorians.</p> <p>Make comparisons between different historical periods.</p> <p>Develop a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Place the time, period of history and context on a timeline.</p> <p>Use relevant dates and terms.</p> <p>Sequence 8-10 events on a timeline.</p>

St Chad's Curriculum 2022

Disciplinary concepts				
	END OF EYFS	END OF KS1	END OF LKS2	END OF UKS2
Change and continuity	<p>Observe and describe how things have changed and stayed the same during my life.</p> <p>Develop an understanding of growth, decay and change over time.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Describe simple changes and know some ideas/objects remain the same over different time periods.</p> <p>Identify similarities and differences between ways of life at different times.</p> <p>Identify simple reasons for changes.</p>	<p>Identify reasons for change and reasons for continuities.</p> <p>Identify what the situation was like before the change occurred.</p> <p>Compare different periods of history.</p> <p>Describe the changes and continuities between different periods of history.</p> <p>Identify the links between different societies.</p>	<p>Describe the links between main events, similarities and differences and changes within and across different periods/studied.</p> <p>Describe the links between different societies.</p> <p>Explain the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analyse and present the reasons for change and continuity.</p>
Diversity (Similarities and differences)	<p>Know about similarities and differences between themselves and others, and among families, communities and traditions, drawing on their experiences and what has been read in class.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Know some things which have changed / stayed the same as the past.</p> <p>Find out about people, events and beliefs in society and make comparisons with their own lives.</p> <p>Make simple observations about different types of people, events, beliefs within a society.</p>	<p>Identify similarities and differences between periods of history.</p> <p>Explain similarities and differences between daily lives of people in the past and today.</p> <p>Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p>Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Make links with different time periods studied.</p> <p>Describe change throughout time.</p>
Cause and consequence	<p>Say why things happen and give explanations.</p>	<p>Ask questions about why people did things, why events happened and what happened as a result.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p>	<p>Identify the consequences of events and the actions of people.</p> <p>Identify reasons for historical events, situations and changes.</p>	<p>Give reasons for historical events, the results of historical events, situations and changes.</p> <p>Start to analyse and explain the reasons for, and results of historical events, situations and change.</p>
Historical significance	<p>Recognise and describe special times or events for me, my friends or family.</p>	<p>Recall special events in their own lives.</p> <p>Discuss who was important in a historical event.</p>	<p>Recall some important people and events.</p> <p>Identify who is important in historical sources and accounts.</p>	<p>Identify significant people and events across different time periods.</p>

St Chad's Curriculum 2022

				<p>Compare significant people and events across different time periods.</p> <p>Explain the significance of events, people and developments.</p>
<p>Historical interpretation</p>		<p>Begin to identify different ways to represent the past (photos, stories, adults talking about the past).</p> <p>Compare two different versions of the past eg. a diary entry with a newspaper account.</p>	<p>Identify the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Begin to evaluate the usefulness of different sources. Understanding that sources can contradict each other.</p> <p>Look at a range of historical sources.</p>	<p>Compare accounts of events from different sources.</p> <p>Suggest explanations for different versions of events.</p> <p>Evaluate the usefulness of historical sources.</p> <p>Identify how conclusions have been arrived at by linking sources.</p> <p>Understand that different evidence creates different conclusions.</p> <p>Use books and e-learning for research.</p>
<p>Historical enquiry</p>	<p>Know that information can be retrieved from books and computers.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Sort artefacts from then and now.</p> <p>Use artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Make simple observations about a source or artefact.</p> <p>Use sources to show an understanding of historical concepts. – Ask why, what, who, how and where questions and find answers to them.</p>	<p>Understand how historical enquiry questions are structured.</p> <p>Create historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Ask questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe the small details when using artefacts and pictures.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Begin to recognise primary and secondary sources.</p>	<p>Plan a historical enquiry.</p> <p>Suggest the evidence needed to carry out the enquiry.</p> <p>Identify methods to use to carry out the research.</p> <p>Ask historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Ask questions about the interpretations, viewpoints and perspectives held by others.</p> <p>Use a range of sources to find out about a particular aspect of the past.</p> <p>Recognise primary and secondary sources.</p>

St Chad's Curriculum 2022

				<p>Select relevant sections of information.</p> <p>Identify bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p>
<p style="text-align: center;">Organisation and communication</p>	<p>Record, using 'marks' they can interpret and explain.</p>	<p>Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Use relevant vocabulary in answers - old, new, long time ago.</p> <p>Describe past events and people by drawing or writing.</p> <p>Express a personal response to a historical story or event through discussion, drawing our writing.</p>	<p>Communicate knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Construct answers using evidence to substantiate findings.</p> <p>Create a structured response or narrative to answer a historical enquiry.</p> <p>Describe past events orally or in writing, recognising similarities and differences with today.</p>	<p>Communicate knowledge and understanding using historical terms and relevant historical information from a range of sources in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Show written and oral evidence of continuity and change as well as indicting simple causation.</p> <p>Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Construct explanations for past events using cause and effect.</p>