

History Skills Document

How are the History skills organised within Goldfield?

	Nursery	Reception	Year 1	Year 2
	<u>Understanding the World</u> Past and Present			
<u>Chronological Awareness</u>	<ul style="list-style-type: none"> I can begin to describe a sequence of events, real or fictional using words such as 'first', 'then' I can comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> I can understand the past through settings, characters and events encountered in books read in class and storytelling. Beginning to sequence events when describing them (e.g. daily routines, events in a story) Recognising that some stories are set a long time ago. Recognising significant dates for them (birthday). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...") Recounting activities that happened in their past using photos as a prompt 	<ul style="list-style-type: none"> Sequence events and recount changes within living memory Use common words and phrases relating to the passing of time Sort artefacts from 'then' and 'now' I can recognise the difference between past and present in my own and others' lives e.g. [give examples of things that are different in my life from that of my grandparents] Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts/photographs from different periods of time. Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally. 	<ul style="list-style-type: none"> Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods Sequencing up to six photographs, focusing on the intervals between events Placing events on a timeline, building on times studied in Year 1. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework.

<u>Disciplinary Concepts</u>	Change and Continuity	<ul style="list-style-type: none"> • Know that their own experiences differ to those of others • Knows that some celebrations are specific to some cultures 	<ul style="list-style-type: none"> • Being aware of changes that happen throughout the year (e.g. seasons, nature) • To know that the environment around us changes as time passes. 	<ul style="list-style-type: none"> • Being aware that some things have changed and some have stayed the same in their own lives. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while other items remain the same and some are new. • To know that people change as they grow older. • To know that throughout someone's lifetime, some things will change and some things will stay the same. • To know that everyday objects have changed over time. 	<ul style="list-style-type: none"> • Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes • To know that daily life has changed over time but that there are some similarities to life today.
	Cause and Consequence		<ul style="list-style-type: none"> • Experiencing cause and effect in play - achieve through continuous provision. 	<ul style="list-style-type: none"> • Asking why things happen and beginning to explain why with support. 	<ul style="list-style-type: none"> • Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.
	Similarities and Differences		<ul style="list-style-type: none"> • Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day. 	<ul style="list-style-type: none"> • Beginning to look for similarities and differences over time in their own lives. 	<ul style="list-style-type: none"> • Identifying similarities and difference between ways of life at different times. Finding out about people, events, and beliefs in society. Making comparisons with their own lives.

	Historical Significance		<ul style="list-style-type: none"> Recalling special people in their own lives. 	<ul style="list-style-type: none"> Recalling special events in their own lives. 	<ul style="list-style-type: none"> Discussing who was important in a historical event.
	Sources of Evidence		<ul style="list-style-type: none"> Using photographs and stories to compare the past with the present day. Using stories and non-fiction books to find out about life in the past. 	<ul style="list-style-type: none"> Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. 	<ul style="list-style-type: none"> Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source.
	Historical Interpretation	<ul style="list-style-type: none"> Know that their own experiences differ to those of others. Knows that some celebrations are specific to some cultures. 	<ul style="list-style-type: none"> I can learn new vocabulary. I can use new vocabulary in different contexts. I can engage in non-fiction books. Know that their own experiences differ to those of others. I can express ideas and feelings about my experiences using full sentences, including use of past and present tenses. 	<ul style="list-style-type: none"> Relate his/her own account of an event and understand that others may give a different version. Identify some similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> Ask and answer questions choosing and using parts of stories and other sources to show that he/she knows and understands key features of events
<u>Historical Enquiry</u>	Interpreting findings, analysing and making connections	<ul style="list-style-type: none"> Answer basic questions about the past 	<ul style="list-style-type: none"> Making simple observations about the past from photographs and images. 	<ul style="list-style-type: none"> Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence. Describing the main features of concrete 	<ul style="list-style-type: none"> Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers.

				evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).	
	Evaluating and drawing conclusions		<ul style="list-style-type: none"> Deciding whether photographs or images (e.g. from stories) depict the past. 	<ul style="list-style-type: none"> Drawing simple conclusions to answer a question. 	<ul style="list-style-type: none"> Making simple conclusions about a question using evidence to support.
	Communicating findings		<ul style="list-style-type: none"> Communicating findings by pointing to images and using simple language to explain their thoughts. 	<ul style="list-style-type: none"> Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.) 	<ul style="list-style-type: none"> Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing or writing.