

Bramley Vale Primary School History skills and progression grid - CRAVE Curriculum



Early Learning Goals - Understanding the World-

Children at the expected level of development at the end of Reception will:

Past and Present

- Talk about the lives of the 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

Nursery	Reception
Chronological Knowledge and Understanding • Talk about immediate family • Gain an understanding of the passing of time-eg: during the school day • Begin to understand and use past tense correctly • Use vocabulary that relates to the passing of time • Fit 2 events into a chronological framework-Timeline Historical Terms • Use vocabulary relating to a past event • Understand and use vocabulary such as – yesterday, today, tomorrow, this morning, last night Historical Enquiry • Begin to ask and answer ‘how’ and ‘why’ questions and use ‘because’ • Develop an understanding of growth and decay over time • Understand and use vocabulary such as – ‘I saw, I see, same, different, change, what happened?’ • Ask questions about their immediate community and environment to extend knowledge	Chronological Knowledge and Understanding • Talk about own family and know how they are similar/different to others • Develop an understanding that things were different in the past and know things happened before they were born • Fit 3 events onto a chronological framework -timeline • Use simple language that relates to the passing of time Historical Terms • Use vocabulary relating to a past event • Understand and use vocabulary such as – yesterday, today, tomorrow, this morning, last night, last week, last summer, last year Historical enquiry • Know that some things are from the past and were used before I was born e.g. the telephone, quill and old bicycle. • Be able to answer ‘how’ and ‘why’ questions • Be able to ask simple questions about artefacts Historical interpretation

• Use artefacts in play and begin to understand that some are old and some are new. Historical Interpretation • Make sense of their own life story and family's history through photographs, stories and role play Continuity and Change • Look closely at the similarities and differences between life today and a historical event • Identify some similarities and differences between their own family and others. Cause and Consequence • Begin to understand 'why' things happen and give explanations • Know that there are consequences to own behaviour Similarity/difference • Talk about own immediate family and spot similarities and differences between their own and others • Gain an understanding of the passing of time-eg: during the school day Significance of events and people • Remember and talk about significant events in their own life e.g. birthday.	• Begin to identify ways in which the past is represented through artefacts, photographs and stories. Continuity and change • Identify some similarities/differences between ways of life at different times. E.g. changes in telephones Cause and consequence • Talk about own behaviour and know how this impacts on others Similarity and difference • Know some similarities and differences between the past and now Significance of events and people • Talk about how the lives of their parents/grandparents were different than today. • Know that events of the past have impacted celebrations and events today e.g. Christmas
Year 1	Year2
• place known events and objects in chronological order (chronological understanding) • sequence events and recount changes within living memory (chronological understanding) • use common words and phrases relating to the passing of time (chronological understanding) • understand key features of events (understanding of events, people and changes) • identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)	• Speak about how they have found out about the past • Record what they have learned by drawing and writing • show an awareness of the past, using common words and phrases relating to the passing of time • describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • 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]

• relate his/her own account of an event and understand that others may give a different version (historical interpretations) • find answers to some simple questions about the past from simple sources of information (historical enquiry) • describe some simple similarities and differences between artefacts (historical enquiry) • sort artefacts from 'then' and 'now' (historical enquiry) • ask and answer relevant basic questions about the past (historical enquiry) • talk, draw or write about aspects of the past (organisation and communication)	• show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented • describe changes within living memory and aspects of change in national life • describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries • discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell • describe significant historical events, people and places in his/her own locality
Year 3	Year 4
• use an increasing range of common words and phrases relating to the passing of time (chronological understanding) • describe memories of key events in his/her life using historical vocabulary (chronological understanding)	• place some historical periods in a chronological framework (chronological understanding) • use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) • communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) • use historic terms related to the period of study (chronological understanding) understand that sources can contradict each other (historical interpretations) • use a variety of resources to find out about aspects of life in the past (historical enquiry)

Year 5	Year 6
• use dates to order and place events on a timeline (chronological understanding) • give some reasons for some important historical events (understanding of events, people and changes) • make comparisons between aspects of periods of history and the present day (historical interpretations) • understand that the type of information available depends on the period of time studied • evaluate the usefulness of a variety of sources (historical interpretations) • compare sources of information available for the study of different times in the past (historical enquiry) • present findings and communicate knowledge and understanding in different ways (organisation and communication) • provide an account of a historical event based on more than one source (organisation and communication)	• describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies • note connections, contrasts and trends over time and show developing appropriate use of historical terms • address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • make confident use of a variety of sources for independent research (historical enquiry) • use evidence to support arguments (understanding of events, people and changes)