

## Key knowledge development: EYFS and KS1 History

	Reception	Year 1	Year 2
Subject Content		<ul style="list-style-type: none"> <li>Learn about the lives of significant individuals in the past who have contributed to national and international achievements – Edith Cavell WW1</li> <li>Learn about events commemorated through anniversaries – Bonfire night</li> <li>Discuss changes within living memory – Transport</li> <li>Learn about significant historical events in own locality – Endon Well Dressing</li> </ul>	<ul style="list-style-type: none"> <li>As Year1 but be used to compare aspects of life in different periods - Mary Seacole and/or Florence Nightingale 1850</li> <li>Learn about events beyond living memory that are significant nationally or globally - the Great Fire of London</li> <li>Learn about significant historical people and places in own locality – Clarice Cliff and the Pottery Industry.</li> </ul>
Chronological understanding	<ul style="list-style-type: none"> <li>Use the vocabulary today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new/recent.</li> <li>Identify if an object is from 'the present, past or future'</li> <li>Understand and sequence the chronology of their own lives and that of their family. (parent, grandparents, great grandparents)</li> <li>Plot family on a timeline. Who came first?</li> </ul>	<ul style="list-style-type: none"> <li>Put at least three objects in chronological order using a timeline.</li> <li>Use words and phrases like: old, new and a long time ago</li> <li>Know that some objects belonged to the past</li> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence a set of events in chronological order and give reasons for their order on a timeline.</li> <li>Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning</li> <li>Use the words 'past' and 'present' accurately</li> <li>Use a range of appropriate words and phrases to describe the past.</li> <li>With support, identify where the people and events they study fit within a chronological framework.</li> </ul>
Change and continuity	<ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that we have a queen who rules us and that Britain has had a king or queen for many years (What does it mean to live in a United Kingdom?)</li> <li>Explain how they have changed since they were born.</li> <li>Give examples of things that are different in their life from that of their grandparents/great grandparents when they were young.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how their local area was different in the past?</li> <li>Identify similarities and differences between ways of life in different periods and life now.</li> </ul>

Historical Concepts- Cause and consequence	<ul style="list-style-type: none"> <li>Pick from given options what they think caused an event to happen.</li> <li>Pick from given options what they think a consequence of an event or action may be.</li> </ul>	<ul style="list-style-type: none"> <li>Identify at least one reason why an event happened.</li> <li>Identify one reason why a person made the decisions that they made.</li> <li>Identify at least one thing that changed because of a particular event.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the reasons why an event happened. Then, make a decision about the main reason an event occurred. (could order most important to least)</li> <li>Identify the reasons why a person made the decisions that they made. Then, make a decision about the main reason a person made the choices they made. (could order most important to least)</li> </ul>
Historical Concepts- significance	<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Why are they important?</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that some famous people have helped our lives be better today.</li> <li>Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</li> </ul>	<p>Use a wide vocabulary of everyday historical terms.</p> <ul style="list-style-type: none"> <li>Explain why Britain has a special history by naming some famous(significant) events and some famous(Significant) people.</li> <li>Research about a famous event that happens in Britain and why it has been happening for some time.</li> <li>Research the life of someone who used to live in their area using the Internet and other sources to find out about them</li> </ul>
Historical Concepts- Interpretati	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a familiar story set in the past</li> <li>Recognise that a story that is read to them may have happened a long time ago.</li> <li>Talk about things that happened when they were little.</li> <li>Explain what is meant by a parliament? (Bonfire Night)</li> </ul>	<ul style="list-style-type: none"> <li>Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</li> <li>Recount some interesting facts from an historical event, such as where the 'Fire of London' started?</li> </ul>
Historical Enquiry	<ul style="list-style-type: none"> <li>Ask and answer questions about their own and others.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about old and new objects.</li> <li>Answer questions using an artefact/ photograph provided?</li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions by using a specific given source, such as an information book.</li> <li>Research the life of a famous Briton from the past using different resources to help them.</li> <li></li> </ul>

Historical Concepts- Using evidence	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past. Who? What? When? Where? Why? How?</li> <li>Feely bag- what do these objects tell us about a person?</li> </ul>	<ul style="list-style-type: none"> <li>Name some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>Spot old and new things in a picture?</li> <li>Begin to identify the main differences between old and new objects.</li> <li>Identify objects from the past, such as spinning tops.</li> </ul>	<ul style="list-style-type: none"> <li>'Find out something about the past by talking to an older person.</li> <li>Give a plausible explanation about what an object was used for in the past</li> <li>Name some of the ways in which we find out about the past and understand how we can use them to learn about the past</li> <li>Identify different ways in which the past is represented.</li> </ul>
Diversity (multiple perspectives)	<ul style="list-style-type: none"> <li>Share own views.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate there are different views and interpretations within the class. E.g. Edith Cavell- war time hero?</li> </ul>	<ul style="list-style-type: none"> <li>Identify different perspectives of an event. E.g different recounts of the Great fire of London.</li> </ul>
Historical sources	<p>Stories nursery rhymes images/ photographs family members</p>	<p>Family members Stories Photographs Artefacts Maps</p>	<p>Older people Paintings Letters Diaries Atlases Buildings</p>
Historical vocabulary	<p>today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new/recent, parent, grand parent, great grand parent, clue, memory, lifetime, calendar, Who? What? Materials, plastic, <b>remember</b> (linked with significance in ks1 and 2)</p>	<p>year decade century ancient modern long ago timeline date order similar different because important living memory remembers 1960s toys materials wood plastic simple mechanical inventions homes houses grandparents' time the older generation memories drawing photograph camera detective opinion artefact What...? When...? Where...? Year 2 anachronism chronological order era/period The Tudors The Stuarts The Gunpowder Plot plotters Parliament secret King James Guy Fawkes Catholic Protestant traitor treason The Great Fire of London Samuel Pepys diary danger Christopher Wren St Paul's Cathedral explorers Colombus Armstrong travel encounter impact significant brave pioneer Atlantic Ocean America space rocket moon landing The Mexico Lifeboat Disaster storm rescue danger survive memorial investigate research evidence Why...? historians experts letters newspapers websites detective opinion artefact What...? When...? Where...</p>	

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### Chronology

'Chronology' means the order in time in which events occurred.

### Diversity(Multiple Perspectives)

Diversity is based on an understanding of the past of the many individual experiences and localities in order to establish a broadly based understanding of the past. Diversity needs to include an appreciation of experiences from rich and poor, men, women and children and different ethnic groups and different period of the past.

- Being aware of other peoples' opinions and values.
- Exploring alternative points of view in history topics which help them to clarify and express their thoughts and feelings about different people in the past.
- Learn in depth about different lifestyles, and ways of life in the past, and become more aware of how these are different to their own.
- Understand that people create different versions of the past for different audiences and therefore might give a different emphasis.

### Change and continuity

- 'Change' refers to something that is obviously different from what occurred previously. Change in history usually occurs over a long period of time and it is often hard to pin-point an exact moment of change. Therefore, it is easier to choose two different moments in history and compare them. However, when there is a sudden and clear change at a particular point in history, usually as the result of a single event, the event is usually referred to as a 'Turning Point' in history.
- Not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. 'Continuity' refers to things that stay the same, relatively unchanged, over time.

Example questions for Change and Continuity:

- What kind of historical development are you focusing on (e.g. religious, political, economic, cultural, etc.)?
- What was the situation at the earlier point in time?
- What were the clear difference at the later point in time?
- What were the direct causes of the changes?
- What were the reasons that some things remained the same?

### Cause and consequence

- Every historical event occurred because of a series of events that happened beforehand. Things that directly lead to another event are called 'Causes'. Some causes occurred immediately before the event began, while others existed for several years before they caused the event.
- Every historical event has a flow-on effect upon things that occur after it. Things that occurred because of the event under investigation are called 'Consequences'. Such consequences can include impacts upon people, societies, beliefs or any other facet of history.

Example questions for Change and Continuity:

- What later events were the direct result of the event under examination?
- What changed in society as a result of the past event?

### Significance and interpretation.

- Historians use facts gathered from primary sources of evidence and then shape them so that their audience can understand and make sense of them. This process whereby the historian makes sense of the past is called an interpretation. An interpretation is one specific view about the past.
- Historical significance is the process used to evaluate what was significant about selected events, people, and developments in the past.

### Historical enquiry (asking their own questions)

Historical enquiry is the process by which students use the same methods as a professional historian when investigating an aspect of history. Ask a question, collect the evidence, interpret and analyse the information they have, come to a conclusion and explain what they have found and finally present their findings.

### Using evidence.

What was going on when the evidence was created, what clues does it give us? Who made / wrote it? Etc.

- Who do you think the photographer was?
- Are there any clues in the photograph about when it was taken?
- Can they suggest who they think the photograph was taken for?
- Why did the photographer take the picture? What did he think would happen to the photograph afterwards?

