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**History Curriculum Intent Statement**

**At Woodside C of E Primary School there is equal ambition for all pupils to learn and achieve. Our curriculum is rooted with equal measures of knowledge and skills. It is focused on ‘knowing more and remembering more’ and has a base that surrounds our locality and community.**

History Skills: EYFS and KS1 Curriculum Progression

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|  | **EYFS** | **Year 1** | **Year 2** |
| **Chronological Understanding** | * Understand terms such as past and present. * Understand terms such as yesterday and today. * Sequence key members of my family. * Be able to recall events from the past. I remember when… | * Place events from period studied   on a timeline **in DAYS**. The Great Fire of London.   * Use terms related to the period and begin to date events using **days of the week and years.** – Great Fire of London, Swinging 60s, decade. | * Place key events on a timeline **in YEARS.** Castle transitions, Grace O’ Malley * Use relevant terms for period. Motte and Bailey, Stone Keep, Palace. * Sequence multiple events of a significant individual- **without dates**. Grace O’ Malley |
| **Historical Enquiry** | * Use the curiosity cube to ask simple questions. * Handle artefacts and show curiosity. | * Record my own question about my history study. * Create a simple enquiry over a historical source. * Be able to answer a key enquiry question. * Be able to identify a source. | * Begin to look deeper at sources to gain additional meaning.- What does this tell me? * Be able to answer a key enquiry question giving reason. * Be able to handle two sources at once. * Begin to question a source’s meaning based on further knowledge. * Use texts as a basis for enquiry. |
| **Organisation and Presenting** | * Begin to take part in discussions about artefacts. | * Present and communicate ideas about the past using limited forms. * Discuss artefacts and sources in pairs and as a class. | * Present and communicate ideas about the past using sources. * Begin to create timelines in order to show chronology. |
| **Continuity and change** | * Begin to notice how the environment changes in the different seasons. Welly walk, classroom tree. | * Make links between events studied in the same unit. Great Fire of London and Northampton. Changes to the high street. * Describe simple changes that have happened as a result of an event in the past. Great Fire of London. * Compare two time periods that are continuous. 1950’s to 1960s. | * Make links over longer periods of time and site the reason for change. Castles. * Begin to notice how things have changed from then to present day. Walter Tull. |
| **Cause and consequences** | * Begin to understand how my actions have consequences. JIGSAW * Begin to understand my place in my family. | * Identify simple cause and consequences before and after an event. Great Fire of London. 1960s. * Identify a result of a significant event in history. Great Fire of London. 1960s. | * Use a study on a significant female roll model to develop understanding on how things change. Grace O’ Malley. * Understand how developments in history have consequences in the future. Castles. Walter Tull. |
| **Similarities/ differences** | * Begin to understand a few differences between me and when my parents were young. * Begin to understand some differences between two different times. | * Be able to name some similarities and differences between two specific events. – Great Fire of London and Northampton. * Be able to name some similarities and differences between a set time period and present day. 1960s. Changes to the high street. | * Be able to use simple diagrams to compare. Walter Tull. * Be able to discuss a similarities and differences between two contrasting significant people. Queen Elizabeth and Grace O’ Malley. |
| **Significance** | * Know why some things are special to us. * Know who the special people in my life are. | * Begin to understand how events shape history. Great Fire of London. * Begin to understand how life today is influenced by significant individuals in the past. 1960s. | * Identify and begin to describe historically significant people. Grace O’ Malley. * Understand the significance of equality. Walter Tull. |