

Snape Historical Skill Development

Understanding the world	Early Years Foundation Stage – Achieving	Early Years Foundation Stage – Exceeding
<p>ELG 13 People and communities</p> <p><u>Vocabulary:</u></p> <p>Past Present Change Lives Long ago Events Stories Sequence Time Before Today Tomorrow Yesterday Month Week Day</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p> <p>They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, customs and traditions, and why it is important to treat them with respect.</p>

	Year 1	Year 2/3	Year 2/3	Year 4/5/6	Year 4/5/6	Year 4/5/6
Chronological Understanding	Create simple timelines to sequence processes, events, objects within their own experience.	Realises that historians use dates to describe events Use phrases describing intervals of time e.g before, after, at the same time etc.	Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE.	Begin to understand historical periods overlap each other and vary in length. Uses more precise chronological vocabulary.	Understands that past civilisations overlap with others in different parts of the world, and that their respective durations vary.	Accurately place civilisations/periods studied in chronological order and may take account of some overlap in duration and intervals between them.

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Characteristics of the Period	Shows awareness of significant features not seen today and recognises how things could be different in the past.	Recognise and describe in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations.	Describe main features associated with the period/ civilisation studied, mostly using period specific Language.	Give simple explanations that not everyone in the past lived in the same way. Consistently uses period specific language in explanations.	Understands that some past civilisations in different parts of the world have some important similarities. Identify and make links between significant characteristics of a period/civilisation studied and others studied previously.	Contrast and make some significant links between civilisations/ periods studied. Give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied.
Continuity and Change	Match old objects to people or situations from the past. Describe how some aspects of life today differ from the past using simple historical Vocabulary.	Talk about similarities and differences between then and now.	Describe some changes in history over a period of time and identify some things which stayed the same.	Describe and give some examples of a range of changes at particular points in history while some things remained the same. Explain why changes in different places might be connected in some way.	Give simple explanations with simple examples of why change happened during particular events/ periods. Understands that there are usually a combination of reasons for any change. Understands that changes do not impact everyone in the same way or at the same time.	Understands that changes in different places and periods can be connected. Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.

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Cause and Consequence	Give simple explanations why a person from the past acted as they did and talk about consequences of those actions.	Describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.	Describe the causes and/or consequences of an important historical event offering more than one example of its results.	Describe with simple examples different types of causes seeing that events happen for different reasons, not just human action.	Explain consequences in terms of immediate and longer term effects and/or that people were affected differently. Link causes or explain that one cause might be linked to another making an event much more likely to happen.	Explain the causes and consequences of quite complex events, even though they might still link some in a simple way.
Historical Interpretation	Identify and talk about different accounts of real historical situations.	Identify and talk about differences in accounts relating to people or events both from the past and from the present.	Recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version	Describe how different interpretations arise. Understands that historical understanding is continuously being revised; if we find new evidence we have to re-write the past.	Understands that different accounts of the past emerge for various reasons – different people might give a different emphasis. Understands that some interpretations are more reliable than others.	Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this. Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation.

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Historical Enquiry	Talk about similarities and differences between two or more historical sources using simple historical terms.	Gather information from simple sources to ask and answer questions about the past	Describe in simple terms how sources reveal important information about the past.	Describe and question the origins and purposes of sources using knowledge of periods and civilisations. Asks perceptive questions.	Explain with examples why a source might be unreliable. Construct simple reasoned arguments about aspects of events, periods and civilisations Studied.	Construct reasoned arguments about events, periods or civilisations studied.
Organisation and Communication	Talk about past events and use annotations or captions to identify important features of picture sources, artefacts etc.	Explain events and actions rather than just retell the story	Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.	Know to find, select and utilise suitable information and sources to formulate and investigate hypothesis.	Construct simple reasoned arguments about aspects of events, periods and civilisations studied.	Question source reliability with reference to the period or civilisation and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this.

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Key Overall History Vocabulary Year 1	Key General Historical Vocabulary	Key General Historical Vocabulary
Old New A long time ago Long Ago Present Before After Calendar Last Year	Future Decade Century Modern Date Order Era Period Ancient BC/BCE (Before Christ/Before Common Era) AD/CE (Anno Domini/Common Era) Timeline Chronology Chronological Source Archaeology Change Sequence Oral History	AD/CE BC/BCE Empire Civilisation Parliament Peasantry Democracy Suffrage Emancipation Significant/ce Legacy Conquest Effects Causation Eyewitness Culture Primary/Secondary Evidence Millennium Global Nineteenth Century (e.g for 1845) Continuity Period Dark Ages
Monarchy King Queen	Stone Age Iron Age Bronze Age Slave Settler Invaders/Invasion	Church Monastery Pope Crusades Missionary Heresy
Local Museum Artefact	Metalworking Hunter/Gatherer Agriculture	Treason Traitor Torture Execution Sacrifice Revolt Rebellion Republic Aristocracy Divine Right
Invention Explorer Discovery	Islam	Nomad Nation Migration Immigrant (Immigration is the act of immigrating, or the act of moving to another country) Emigrant (someone who leaves a country or region) Colony Slave Trade
	Prehistory Gods/Goddesses Ancient Civilisations	Myths and Legends Interpretation International
	Diversity	Empire Emperor