

Historical development at Moor End

Key stage	Key Learning in Historical development
EYFS	Communication • Talk about key events in their own lives, about family, friends, other people including significant people • Talk about key roles people have in society both in the present and in the past. Observe • Show an interest in significant events and experiences the lives of others, including friends and family members and through books Describe • Features of objects, people and places at different times. • Comparisons and talk about what is the same and different. Recall • Talk to others about what they know about a key person, character or event from the past Chronology • Order simple experiences in relation to themselves and others including stories, events and experiences Vocabulary • Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books
Key stage 1	Building on the above: Communication • Be able to communicate their knowledge in increasingly complex ways beyond talking about them. Use some conventions of writing linked to their learning in English to record their knowledge in a variety of ways. • To write in the point of view of people from the period studied to express understanding Observe • Understand how their immediate locality has changed over a period of time, extending their understanding beyond their immediate experiences. • Become aware of significant historical events outside of their own experiences e.g Fire of London • To study and understand how individuals have influenced past events through their actions and begin to understand how their actions have shaped the world we live in today and influenced the wider world around us. • Understand how recognisable things have changed over time e.g toys, and start to understand how there is a relationship between how those changes are shaped by other factors, and conversely also how those changes shape other factors themselves (cause and effect) Describe • Features of Historical changes and events in a wider context beyond their own experiences, explain differences and similarities over an extended period of time, beyond the lifetime of their immediate family. • To be able to talk about key features of historical civilisations and the lasting legacy of them on a wider scale beyond a personal context, starting to relate them to a national perspective. Recall • Talk to others about what they know about the events or people studied and record their new knowledge in an increasingly variety of ways, using examples from the past. E.g. biographies, recounts, diary entries Chronology • Be able to order events over an increasingly longer period of time and understand the concept of an historical timeline. • Begin to add significant dates to the order within the period/event studied. • Begin to fit the events studied to recognise that events and people influence and effect each other.

	Vocabulary - Understand the chronological terms past and present and use more complex language to describe the changes over time e.g. period, decade, century. - Extend their vocabulary linked to particular events Historical skills - To recognise we can find out about the past through study of primary and secondary sources and know the differences between them.
Lower Key stage 2	Building on the above and widening the historical study to the development of civilisations, comparing them with early British history Communication - Be able to communicate their knowledge in increasingly complex ways beyond recounts. Use some conventions of writing linked to their learning in English to record their knowledge in a variety of ways. - Use tables, charts and maps to explain their understanding - To write in the point of view of people from the period studied to express understanding, empathy and as a way of developing cause and effect. Observe - Understand how a culture and society has changed over a period of time, extending their understanding beyond the national context. - Become aware of significant historical events beyond the national context and understand the legacy of those events in both a national and international context - To study and understand how civilisations have influenced past events through their actions and begin to understand how their actions have shaped the world we live in today and influenced the wider world around us. - Understand how people and cultures from the past lived their lives, and start to understand how there is a relationship between how those changes are shaped by other factors, and conversely also how those changes shape other factors themselves (cause and effect) Describe - Features of Historical changes and events in a wider international context, explain differences and similarities over an extended period of time, and how each of those civilisations influenced and shaped each other, and in turn led to future events. - To be able to talk about key features of historical civilisations and the lasting legacy of them on a wider scale, including the national context e.g. the impact of the Romans on the development of Britain, and the impact of the demise of that civilisation linked to further study (the Romans left Britain, this led to the advent of the dark ages, the period of war lords, the building of forts and castles for protection – link to Key stage 1) Recall - Talk to others about what they know about the civilisations or people studied and record their new knowledge in an increasingly variety of ways, using examples from the past. - To use examples from Primary and secondary historical sources to evidence their knowledge. Chronology - Be able to order events over an increasingly longer period of time. - Add significant dates to the order within the period/event studied. - Recognise how these longer periods may overlap across a longer period of time, and how those overlaps begin to impact the development of other civilisations the events studied to recognise that events and people influence and effect each other. Vocabulary - Understand the ways to describe chronological periods and use more complex language to describe the changes over time - Extend their vocabulary linked to particular events Historical skills - To build on their understanding of we can find out about the past through study

	of primary and secondary sources and know the differences between them. • To start to use those sources to evidence their knowledge. • Ask start to ask questions of those sources and begin to think about the validity of those sources.
Upper Key stage 2	Communication • Be able to communicate their knowledge in increasingly complex ways. Use some conventions of writing linked to their learning in English to record their knowledge in a variety of ways. • Use tables, charts and maps to explain their understanding • Increasingly combine communication methods through other subjects and knowledge across disciplines to explain, communicate, their knowledge • To write in the point of view of people from the period studied to express understanding, empathy and as a way of developing cause and effect extending this to explore motivations behind actions and events Observe • Understand how a deeper study of a significant event, deepens their understanding of how that event shapes the society at the time e.g. World war 2. • Become aware of how significant historical events beyond the national context shaped the national context at the time and understand the legacy of those events in both a national and international context • To study and understand how events have influenced past events through their actions and understand how their actions have shaped the world we live in today and influenced our immediate locality (local study of the Victorian period, the industrial revolution and how that shaped their locality). • To begin to make their own suggestions as to how past events and people and their actions led to a wider effect – hypothesising their own ideas about why something changed or happened. Describe • Features of Historical changes and events in a more in depth context, explaining how differences and similarities over an extended period of time, and how each of those influenced and shaped each other, and in turn led to future events. • To be able to talk about key features of historical areas previously studied and the lasting legacy of them on a wider scale, including the national context, and how they relate to each other when applicable. To link the areas of study to each other and relate how their impact and legacy combine to shape the present. Recall • Talk to others about what they know about the time or people studied and record their new knowledge in an increasingly variety of ways, using examples from the past. • To use examples from Primary and secondary historical sources to evidence their knowledge. • Begin to be critical viewers of evidence Chronology • Be able to order events over an increasingly longer period of time, and link those periods to each other and events within them. E.g. the events of the 2nd world war led indirectly to changes in society that led to the changes of the influence of women in the later part of the 20th century. • Know significant dates to the order within the period/event studied. • Recognise how these longer periods may overlap across a longer period of time, and how those overlaps begin to impact the development of other civilisations the events studied to recognise that events and people influence and effect each other. Vocabulary • Understand the ways to describe chronological periods and use more complex language to describe the changes over time • Be able to use the terms such as ‘cause and effect’, ‘historical evidence’ in their discussions and work. Think like a historian.

- Extend their vocabulary linked to particular events

Historical skills

- To build on their understanding of we can find out about the past through study of primary and secondary sources and know the differences between them.
- To start to use those sources to evidence their knowledge.
- Ask start to ask questions of those sources and begin to think about the validity of those sources.