



Crossflatts History Curriculum – Organisation and Communication.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary				Perhaps, I think that..., evidence, this is supported by..., could be, maybe, importance, this suggests that...			
Key Learning/ Evidence of working at the expected standard	Talk about things that have happened in the past.	Tell stories about the past. Talk, write and draw about things from the past.	Communicate knowledge about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.	Communicate knowledge about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. Recall, select and organise historical information	Communicate knowledge and understanding about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. Recall, select and organise historical information	Communicate knowledge and understanding about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. Select and organise information to produce structured work, making appropriate use of dates and terms Plan and present a self-directed project or research about the studied period.	Communicate knowledge and understanding about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. Select and organise information to produce structured work, making appropriate use of dates and terms Plan and present a self-directed project or research about the studied period.
Possible evidence of greater depth understanding	Tell stories about the past. Talk, write and draw about things from the past.	Independently can use pictures and role play to tell stories from the past and can offer opinions and suggestions to describe the similarities and differences between life during a time in the past and life today. E.g. Identify and describe several changes, similarities and differences that have occurred.	Independently can use a wide vocabulary of everyday historical terms including those related to the passing of time, to tell about some of the people or events. Confidently use vocabulary to describe and compare differences from past to present.	Pupils can use specific vocabulary and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils use a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. Pupils can confidently communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Pupils can remember and confidently use a range of vocabulary from the areas they have studied in Year 4 as well as remembering some names and words from previous study. Pupils can use vocabulary and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils use words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. Pupils can present their ideas and findings confidently using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and ICT.	Pupils can independently · Plan and present a self-directed project or research about the studied period. They can present their research in a variety of ways using vocabulary and phrases from year 5 and previous years to show understanding of when events took place such as: decades, centuries, millennium, empire, parliament, civilisation etc.	Pupils can confidently communicate their opinions and findings from the information they have gathered. They can present these findings independently in a variety of ways using a wide range of historical vocabulary to indicate time and periods of time. (Decades, centuries, millennium, empire, parliament, civilisation etc.) Pupils can independently plan and present a self-directed project or research about the studied period.