



Crossflatts History Curriculum – Knowledge and Understanding of events, people and changes in the past.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocab.				Similarities, differences, compare, reason, importance, resources, Stone Henge, dwellings, materials, significance, jewellery, clothing, status, hierachy, colony, civilisations, priests, nobles, merchants, scribes, artisans, farmers, peasants, slaves, tomb, construction. Saltaire, Sir Titus Salt, industrial, textiles.	Past Present Valuable Similar Different	Saxons, Vikings, Celts Agriculture Fertile, Primary evidence Secondary evidence Archaeologist, Archaeology Historian, This source doesn't show that, Anachronism	
Key Learning/ Evidence of working at the expected standard	Recognise the difference between past and present in their own and others' lives	Recall some facts about people/events before living memory	Use information to describe the past. Describe the differences between then and now. Look at evidence to give and reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.	Use evidence to describe the everyday lives of people in the past. Use evidence to understand and explain the actions of people from the past. Compare the lives of people from the past with our life today.	Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today	Compare the lives of different groups of people in the past (e.g. men/women, adults/children) Examine causes and results of significant events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	Evaluate how events from the past have influenced life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology etc) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Know key dates, characters and events of time studied
Possible evidence of greater depth understanding	Recall some facts about people/events before living memory	Recall a range of facts about people and events before living memory. Give detailed explanations as to why people may have acted the way they did.	Pupils begin to ask more in depth questions to develop their understanding. Pupils use evidence to give detailed reasons as to why people in the past may have acted in the way they did. Make a few valid judgements about the causes, motives and effects of the Gunpowder Plot (e.g. this was a particularly important reason it took place).	Independently can give simple reasons as to why key events happened in history and can offer opinions and suggestions to identify and describe changes between specific periods of history.	Pupils are beginning to understand how our knowledge of history is developed through a range of sources Pupils are beginning to use at least two different types of sources e.g. books, internet, visual clips confidently to gather relevant research.	Independently can make links between events and changes; giving reasons for them and explaining the result and can offer opinions and suggestions to identify and describe changes within and between different period in history. E.g. Recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural. Pupils can compare historical periods, identifying differences between them. Pupils are beginning to identify trends over time.	Pupils can independently make links between events and changes; giving reasons for them and explaining the result. Pupils can offer opinions and suggestions to identify and describe changes within and between different period in history. Pupils can choose reliable sources of information from a variety of sources to find out about the past and give reasons why changes may have occurred, backed up by evidence. Pupils can describe similarities and differences between some people, events and artefacts studied and describe in detail how some of the things studied from the past affect/influence life today.