

Core Skills EYFS History



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>Children are curious about the past and the present.</p> <p>Children are keen and confident to ask questions.</p>	<p>Want to find out about things that have happened or that existed in the past.</p> <p>Explore objects and artefacts from the past and ask questions about them.</p>	<p>Uses correct tenses when talking about the past, present and future.</p> <p>Can talk about past events in their lives e.g. when they were a baby, when they went on holiday, what they did on their last birthday.</p> <p>Can complete a simple timeline e.g. baby to adult</p> <p>Comments on images of familiar situations in the past.</p> <p>Can compare and contrast characters from stories, including figures from the past e.g. Guy Fawkes</p>	<p>Knows that 'yesterday' and 'last week/weekend' mean events that have already passed.</p> <p>Knows that things have changed from the past to the present e.g. vehicles, toys, technology, homes.</p> <p>Know about some significant events and people from the past e.g. The Gunpowder Plot, the sinking of the Titanic, World War (Remembrance Day)</p> <p>Knows that some animals who were living in the past are now extinct e.g. dinosaurs, woolly mammoth</p>	<p>Artefacts of objects from the past e.g. technology (telephones, cameras)</p> <p>Photocards for sequencing and discussion</p> <p>Video clips of past events</p> <p>Make dinosaur bones/fossils</p>	<p>Video Clips</p> <p>Photographs</p> <p>Old technology items</p>	<p>To know that something in the past has already happened - this could be yesterday but also many years ago.</p> <p>To know that many things have changed from the past to the present e.g. cars, toys.</p> <p>To show an interest in historical events and changes.</p>

Core Skills KS1 History



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>Show curiosity about the past.</p> <p>Talk about past events.</p>	<p>To begin to understand that the past is different from today</p> <p>They are curious about the past and eager to learn more.</p> <p>They can develop their own questions.</p> <p>They are developing an understanding that history is events that happened in the past.</p>	<p>Begin to understand some ways of finding out about the past.</p> <p>Identify ways in which the past is represented.</p> <p>To begin to sequence events.</p> <p>To talk about changes that have taken place in their own lives.</p> <p>To begin to describe historical events by identifying similarities and differences between ways of life in different periods of time.</p> <p>To develop an awareness of the past using common words and phrases relating to the passing of time.</p>	<p>To describe how and why the great fire of London started, how long it lasted, why it spread so easily and when and how it was put out.</p> <p>To learn about the great fire of Blandford (Local study). How it started, how long it lasted, why it spread so easily and when and how it was put out.</p> <p>To learn about how toys from the past differ from today.</p> <p>To learn about the lives of significant individuals: Grace Darling Guy Fawkes Neil Armstrong Christopher Columbus Florence Nightingale</p>	<p>Trip to Blandford Town, museum and church.</p> <p>Artifacts - old toys.</p> <p>Visit Portland Bill lighthouse.</p>	<p>Video</p>	<p>Develop an interest in the past.</p> <p>Enjoy learning about the past.</p>

Core Skills LSK2 History



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>Show an interest in the past.</p> <p>Talk about historical events and people.</p> <p>Begin to find information about the past independently.</p>	<p>Understand that the past is different from today</p> <p>They are curious about the past and eager to learn more.</p> <p>They can develop their own questions.</p> <p>They are developing an understanding that history is events that happened in the past</p>	<p>To use primary and secondary sources of evidence to find out about the past.</p> <p>To have an understanding of chronology and sequence events.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To talk about changes that have taken place in their own lives.</p> <p>To describe historical events.</p> <p>To describe why people from the past are important to us today.</p> <p>To begin to develop appropriate use of historical terms.</p>	<p>Learn about the Roman Empire and its Impact on Britain</p> <p>The story of Romulus and Remus</p> <p>Begin to interpret the characteristics of Boudicca and what they tell us about her.</p> <p>the achievements of the ancient Egyptians.</p> <p>Learn about British history beyond 1066 and what life was like for rich and poor families in Britain</p> <p>Loca study - I railways</p> <p>Riotous Royals including Last of the Anglo Saxon Kings</p> <p>How & why the second world war started, evacuation, rationing, home front, Battle of Britain.</p> <p>Crime & Punishment - Roman legacy, Anglo-Saxons to modern day</p>	<p>Visit - Trailway, Blandford Museum, Shillingstone Station Renovation</p> <p>Visit Salisbury Cathedral and see the Magna Carta.</p>		<p>To begin to have an interest in History and want to learn more.</p> <p>To begin to have an understanding of how the past affects us now.</p> <p>To begin to have an understanding of what we can learn from history</p>

Core Skills UKS2 History



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>Show an interest in historical events.</p> <p>Talk about historical events and people.</p> <p>Find information about the past independently</p>	<p>Understand that the past is different from today.</p> <p>They are curious about the past and eager to learn more.</p> <p>They can develop their own questions.</p> <p>They understand that history is events that happened in the past</p>	<p>To use primary and secondary sources of evidence to find out about the past.</p> <p>To understand chronology and sequence events.</p> <p>To describe historical events and why people from the past are important to us today.</p> <p>To devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>To note connections, contrasts and trends over time.</p> <p>Develop appropriate use of historical terms.</p>	<p>To understand where the Vikings came from how and why they invaded Britain and how some kings in Britain dealt with the Viking invaders</p> <p>To understand how Vikings lived and worked.</p> <p>To understand how the Benin kingdom was formed, learn about its religion and art and the slave trade.</p> <p>Learn about who the Ancient Shang people were, where and when they lived, and their religious beliefs and rituals of the Shang people.</p> <p>To understand the importance of the Indus valley civilisation; including what it was like to live in a city.</p> <p>To understand when some key events during the ancient Greek period took place and what life was like for different people who were enslaved during ancient Greek times.</p> <p>Local Study - Leisure and Entertainment (Seaside Culture) T Bournemouth Pier, Swanage and other local seaside areas.</p> <p>To understand what artifacts tell us about the past.</p>	<p>Trip to Ancient Technology Centre at Cranborne.</p> <p>Trips to Bournemouth or Swanage pier.</p> <p>The British Museum virtual tour of the Benin Bronzes (or potential trip).</p>	<p>The British Museum virtual tour of the Benin</p>	<p>To have an interest in History and want to learn more.</p> <p>To begin to have an understanding of how the past affects us now.</p> <p>To begin to have an understanding of what we can learn from history.</p>