

# History Spiral Curriculum

## Disciplinary Concepts

- **Continuity and Change**
- Identify why some changes between different periods of time have had more significant consequences than others.
- **Cause and Consequence**
- Understand that the consequences of one historical event can sometimes become the causes of another.
- **Similarities and Differences**
- Explain and give varied examples of how life was similar and different in the past.
- **Historical Significance**
- Identify a few people and events from a period of history and give some details about what they did.

UKS 2

## Historical Enquiry

Blue

Phase

- **Historical interpretations**
- Find and analyse a several sources of evidence about the past..
- **Historical Investigations**
- Begin to use several evidence sources to collect information about the past and use this information to answer questions
- **Chronological Understanding**
- Order an increasing number of events, on a timeline using dates accurately.
- **Knowledge and Understanding of Events and People in the Past.**
- Use an increasing range of historical terms.
- **Presenting, Communicating and Organising**
- Present, communicate and organise ideas about from the past by adding details and explaining why.
- **Substantive concepts and historical .**
- Continue to build a bank of appropriate historical vocabulary and use this to talk about the past

## Disciplinary Concepts

- **Continuity and Change**
- Identify key things that stayed the same / changed between periods.
- **Cause and Consequence**
- Develop awareness and understanding that a cause is something directly linked to an event.
- **Similarities and Differences**
- Identify and give some examples of how life was similar in the past.
- **Historical Significance**
- Identify historically significant people and events from a period of history and begin to communicate about what they did.

LKS 2

Yellow

Phase

## Historical Enquiry

- **Historical Interpretations**
- Look at two versions of the same event or story in history and begin to be aware of differences.
- Begin to understand some of the ways in which historians investigate the past.
- **Historical Investigation**
- Develop knowledge and understanding of details from sources such as paintings, maps to build up a picture of the past.
- **Chronological Understanding**
- Develop an understanding of time and sequence several events, artefacts, or historical figures on a timeline.
- Understand that a timeline can be divided into days, weeks, years, decades, or centuries.
- **Knowledge and Understanding of Events and People in the Past**
- Begin to make comparisons between everyday lives of people in the past and our life today.
- **Presenting, Communicating and Organising**
- Start to present ideas based on their own research using symbol supported texts,
- **Substantive Concepts and Historical**
- Build on prior knowledge to start to gain further understanding of substantive concepts.
- Understand an increasing range of appropriate historical vocabulary and use this to talk about the past.

## Disciplinary Concepts

- **Continuity and Change**
- Begin to identify old and new things across periods of time through pictures, photographs, and objects.
- **Cause and Consequence**
- Understand that a cause makes something happen.
- **Similarities and Differences**
- Recognise some similarities and differences between the past and the present.

KS 1

Red

Phase

## Historical Enquiry

- **Historical Significance**
- Develop an awareness as to why the event or person was important and what changed/happened.
- **Historical Interpretations**
- Use pictures, photographs, and artefacts to find out about the past.
- Observe or handle evidence to ask simple questions about the past.
- **Historical investigations**
- Observe or handle evidence to ask simple questions about the past.
- Observe or handle evidence to find answers to simple questions about the past based on simple observations.
- **Chronological understanding**
- Describe memories and changes that have happened in their own lives.
- Use words and phrases to show the passing of time.
- **Knowledge and Understanding of Events and People in the Past**
- Begin to develop knowledge of significant individuals from the past.
- **Presenting, Organising and Communicating**
- Talk, write and draw about things from the past..
- **Substantive Concepts and Historical Vocabulary**
- Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society.
- Talk and write about things from the past using some historical vocabulary.

EYFS

Purple

Class

## EYFS Understanding Of The world –

- Begin to make sense of their own life-story and family's history.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

## Past and Present ELG

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.