

Colney Heath School

History skills : Cause and consequence.

'An understanding of the **reasons** that affected people's **actions or events** and how these actions **had consequences**'.

Year	EYFS National Curriculum	Vocabulary	Features of learning
EYFS		because	Can explain why they, or a character, acted as they did; valid reason may be explained with 'because'
Year 1 May need to explore parallels first in order to be able to comment on ideas.		cause reason	Can give valid reason for historical figure acting as they did. E.g. wanted to explore moon. Can give a simple consequence of what happened e.g. people became interested in space.
Year 2 Understanding of consequences may develop slower than understanding of cause.		consequence	Can give clear explanation of an event. Able to give 2 or 3 reasons why it happened. E.g. GFL spread quickly because of dry summer, wooden buildings and built close together. May recognise that causes combined. It is more important to see links between causes than to be able to list more independent reasons. Can give 2 main consequences. May begin to recognise long/short term effects or comment on more complex human decisions e.g. why Elizabeth wanted to look younger in portraits as she got older.
Year 3		long term short term	Know that events have more than one cause and these may not always be human related e.g. building of Baghdad cited near river. Rather than listing causes, there are attempts to explain or link them. Understands that people can be affected differently by consequences. Long and short term consequences.

Year 4		classify	Causes are often connected e.g. Boudicca's revolt because of husband's death and result of Roman rule. Start to classify causes e.g. Egyptians mummified people/animals because of religious belief.
Year 5		primary significant	Several combined causes may have one that is the primary reason e.g. Hengist and Horsa were invited to England as protection against Viking invasion. Begin to see the significance of consequences
Year 6			Can explain main reason but recognise that this may be open to interpretation e.g. Harold lost the BofH due to the march from Stamford Bridge. Recognise that events may build up to cause a reason e.g. Henry and the break from Rome