

Colney Heath School

History skills : Continuity and change

'Developing an understanding that some things change **and irrespective of age, over time**, some stay the same'.

A house for example will both have doors and windows (continuity) but what those doors are made of and how they work will be different (change) this is about comparing and contrasting in particular to your students own experiences and lives.

How is a Ring Doorbell similar in function to an arrow slit on a castle ?

What modern structure in today's homes, fulfils the job of the moat ?

Year <i>Key theme</i>	EYFS National Curriculum	Vocabulary	Features of learning
EYFS		Then Now	Use of images in nursery rhymes e.g. kettles without plugs, wells for water. Artefacts that can be compared to modern ones e.g. telephones
Year 1 <i>'Spotting' evidence</i>		purpose	Children are able to 'spot' significant differences (e.g. size/black and white image on TV for Moon Landings; materials/power sources of toys) or similarities e.g. teddies are cuddled; castle/house windows let in light Can explain how certain things worked e.g. portcullis/drawbridge. Does the purpose stay the same ?
Year 2 <i>Main theme is 'change' Not just between 'now' and 'then' but between 'now'/then/then' e.g. QE1/GFL/now</i>		period	Give simple reasons for change e.g. in fire-fighting equipment. Use of precise detail relevant to the period e.g. description of fire fighting equipment; portrait vocab. Recognition that not all people in the past had same experience e.g. rich and poor in GFL.
Year 3 <i>Narrowing the timescale – stepping away from 'now'</i>		similarity difference	Can see change within a period e.g. early Stone Age to Iron Age, or even within the Stone Age. Recognise similarity and difference between times in the past e.g. castle/Baghdad

Year 4 <i>Speed/pace of change</i>		Revolution – as a description of change that impacts scale or widespread nature	Recognise that some changes can happen quickly e.g. change in housing between iron Age and Roman Some changes are more significant than others.
Year 5 <i>Change as a positive or negative factor</i>			Change can be reversed e.g. change in housing etc after departure of Romans. Not all change is welcomed e.g. Norman conquest. Different groups may be advantaged/disadvantaged
Year 6 <i>Significance and interpretation of change</i>			'Turning points' – periods of significant change. How changes lead to further change.