



Chronological Understanding

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|--|--|--|
| <p>Use everyday language related to time</p> <p>Order and sequence familiar events</p> <p>Describe main story settings, events and principal characters.</p> <p>Talk about past and present events in their own lives and in lives of family members.</p> | <p>Sequence three objects/events in chronological order. (recent history).</p> <p>Uses words and phrases: old, new, young, days, months, long time ago</p> <p>Remembers parts of stories and memories about the past.</p> <p>Explain how they have changed since they were born.</p> | <p>Recounts changes of their own life over time.</p> <p>Put 5 people, events or objects in order using a given scale.</p> <p>Uses words or phrases such as recently, before, after, now, later, when, mummy and daddy were little before I was born, when I was younger.</p> <p>Uses past and present when telling others about an event.</p> | <p>Uses timelines to place events in order when special events took place.</p> <p>Understands timeline can be divided into BC and AC.</p> <p>Uses words and phrases: century, decade, ancient.</p> | <p>Uses words and phrases: decade, century, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from past on a timeline.</p> | <p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: decade, century, BC, AD, after, before, during, Romans, Anglo.</p> | <p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and today.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from the past and place it correctly on a timeline.</p> |

Knowledge and understanding of past events, people and changes in the past

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|--|---|---|--|
| <p>Talk about past and present events in their own lives and in lives of family members.</p> | <p>Tell the difference between past and present in their own and other people's lives.</p> <p>To understand that we have a queen who rules us and that Britain has had a king or queen for many years.</p> <p>To be able to identify objects from the past.</p> | <p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant point in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p> <p>To be able to recount the life of someone famous from Britain who lived in the past.</p> <p>To name some famous events and some famous people.</p> | <p>Uses evidence to describe past:</p> <ul style="list-style-type: none"> -Houses and settlements -Culture and leisure activities -Clothes, way of life and actions of people -Buildings and their uses -People's beliefs and attitudes -Things of importance to people -Differences between lives of rich and poor. <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects.</p> | <p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p> <p>Place period of history on a timeline using centuries.</p> | <p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p> | <p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p> |

Historical Interpretation

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|---|--|--|
| <p>Be curious about people and show interest in stories.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explain own knowledge and understanding and asks appropriate questions.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Record, using marks they can interpret and explain.</p> | <p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p> <p>Give a plausible explanation about what an object was used for in the past.</p> <p>To research the life of a famous Briton from the past using different resources to help them.</p> | <p>Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understands why some people in the past did things.</p> | <p>Looks at 2 versions of same event and identifies differences in the accounts.</p> <p>Recognise the part that archaeologists have in helping us understand more about what happened in the past?</p> <p>Can they use specific search engines on the Internet to help them find information more rapidly?</p> | <p>Give reasons why there may be different accounts of history.</p> <p>To independently or as part of a group, present an aspect they have researched about a given period of history using multi media skills.</p> | <p>Looks at different versions of the same event and identify differences in the accounts.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Know that people (now and in past) can represent events or ideas in ways that persuade others.</p> | <p>Understand that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>To pose and answer their own historical questions.</p> |

Historical Enquiry

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|---|--|--|---|
| <p>Be curious about people and show interest in stories.</p> <p>Explain own knowledge and understanding and asks appropriate questions.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p>Find answers to simple questions about the past from sources of information(eg. pictures, stories).</p> | <p>Look carefully at pictures or objects to find information about the past.</p> <p>Ask and answer questions such as: 'what was it like for....?', 'what happened in the past?', 'how long ago did..... happen?'</p> <p>Estimates the ages of people by studying and describing their features.</p> | <p>Uses printed sources, the internet, pictures,photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as 'how did people?What did people do for?'</p> <p>Suggests sources of evidence to use to help answer questions.</p> | <p>Understand the difference between primary and secondary sources of evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as 'what was life like for a during.....?'</p> <p>Suggests sources of evidence from a section provided to use to help answer questions.</p> | <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask a range of questions about the past.</p> <p>Choose reliable sources of evidence to answer questions.</p> <p>Realise that there is often not a single answer to historical questions.</p> | <p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p> |

Organisation and Communication

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|--|---|---|
| <p>Question why things happen and give explanations.</p> <p>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</p> <p>Recognise and describe special times or events for family or friends.</p> | <p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p> | <p>Describes objects, people and events.</p> <p>Writes own date of birth. Writes simple stories and recounts about the past.</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p> | <p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p> | <p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>Uses subject specific words such as monarch, settlement, invader.</p> | <p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information to an audience.</p> | <p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p> |