

EYFS						
3 and 4 Year Olds			Reception			
<ul style="list-style-type: none"> <li>Use simple words to talk about the passing of time.</li> <li>Remember and talk about significant events in their own lives.</li> <li>Recognise and describe special times or events for family or friends.</li> <li>Identify simple similarities and differences.</li> </ul>			<ul style="list-style-type: none"> <li>Use simple words to talk about the passing of time.</li> <li>Talk about past and present events in their own lives and in the lives of family members.</li> <li>Identify and talk about simple similarities and differences.</li> <li>Sequence pictures to show time order.</li> <li>Listen to and recall simple Historical stories.</li> </ul>			
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Sequence events or related objects in order of time.</p> <p>Develop a simple awareness of the past. Place events on a simple timeline.</p> <p>Use words and phrases: old, new, now, then, yesterday, in order, a long time ago, recently, when my parents/carers, grandparents were children, in the ..... times.</p>	<p>Sequence 3 people, events, or objects in order on a simple timeline.</p> <p>Recount changes in own life over time.</p> <p>Use words and phrases related to topic vocabulary to do with time: before, after, years, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, timeline, time scale, in ..... times.</p>	<p>Place the time studied on a timeline.</p> <p>Understand timelines can be divided in BC and AD.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p> <p>Understand and use appropriate historical vocabulary to communicate, including dates, time period, century, decades, era, chronology, change.</p>	<p>Place the events from period studied on a timeline.</p> <p>Place certain topics on a timeline showing understanding of BC, AD.</p> <p>Understand and use appropriate historical vocabulary to communicate, including century, decades, ancient civilisations, dates, time period, era, change, chronology, continuity, ancient, BCE/AD.</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.</p> <p>Make comparisons between different times in history.</p> <p>Use relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.</p>	<p>Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point.</p> <p>Use key periods as reference points, BC, AD Romans, Anglo-Saxons, Tudors, Victorians, today etc.</p> <p>Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, legacy, cause and consequence, similarity, difference and significance.</p>
	Skill	Year 1	Year 2	Year 3	Year 4	Year 5

**Knowledge and Understanding**

Recognise the difference between past and present in their own life and the lives of others.

Know and recount episodes from stories about the past, knowing and understanding key events.

Talk about simple similarities and differences between life at different times.

Use and understand words such as: find out, explain, facts, reasons, events.

Recognise why people did things, why events happened and what happened as a result.

Know and recount episodes from stories about the past, knowing and understanding key events.

Talk about similarities and differences between ways of life in different periods.

Use and understand words such as: find out, explain, reasons, events, causes, consequences, actions, time periods.

Find out about everyday lives of people in time studied.

Compare with our life today.

Identify reasons for and results of people's actions.

Understand why people may have wanted to do something.

Use evidence to show knowledge and understanding of life in the time studied.

Identify key features and events of time studied.

Look for links and effects in the time studied.

Offer a reasonable explanation for some events.

Study different aspects of different people – differences between men and women.

Examine causes and consequences of great events and the impact on people.

Compare life in 'early' and 'late' times studies. Compare an aspect of life with the same aspect in another period.

Identify changes and links within and across the time periods studied.

Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status.

Compare beliefs and behaviour with another time studied.

Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence.

Describe how some changes impact both on subsequent periods, and, in the long term, on today's society. Know key dates, characters and events of time studied.

**Skill**

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

Historical Interpretation

<p>Talk about simple ways in which the past is represented e.g., paintings, photos, stories, artefacts. Adults talking about their past – How reliable are their memories?</p>	<p>Compare pictures or photographs of people or events in the past. Identify ways that the past is represented and discuss reliability of evidence e.g., photos, paintings, accounts, stories.</p> <p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p>	<p>Look at and evaluate the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Note connections in historical periods studied.</p> <p>Use textbooks and own growing historical knowledge to gain a better perspective.</p>	<p>Compare accounts of events from different sources - fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Know that people (now and in the past) can represent events or ideas in ways that persuade others.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Confidently use the library and internet for research.</p>
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<b>Historical Enquiry</b>	<p>Find answers to simple questions about the past from sources of information e.g., artefacts.</p> <p>Ask and answer simple Historical questions.</p>	<p>Looks carefully at pictures or objects to find information about the past.</p> <p>Handle sources and evidence to ask and answer questions (why, what, who, how, where) about the past based on simple observations.</p>	<p>Use a range of sources to find out about a period. Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Use the library and the Internet for own personal research.</p> <p>Ask and answer simple questions.</p>	<p>Understand the difference between primary and secondary sources of evidence.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask and answer a variety of questions. Use the library and the internet for own personal research.</p> <p>Answer and begin to devise own historically valid questions.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information. Use the library and internet for research with increasing confidence.</p> <p>Answer and devise own historically valid questions about change, cause, similarity and difference and significance.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Answer and devise own historically valid questions about change, cause, similarity and difference and significance.</p> <p>Forms own opinions about historical events from a range of sources.</p>
	<b>Skill</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>

<p>Show knowledge and understanding about the past in different ways: role play, drawing, writing and talking.</p>	<p>Write simple stories and recounts about the past.</p> <p>Draw labelled diagrams and write about them to tell others about people, objects and events from the past.</p>	<p>Present findings about past using speaking, writing, ICT, drama and drawing skills.</p> <p>Uses dates and vocabulary related to topic accurately.</p> <p>Suggest different ways of presenting information for different purposes.</p>	<p>Present findings about the past using speaking, writing, ICT, drama and drawing skills.</p> <p>Suggest different ways of presenting information for different purposes.</p> <p>Use dates and subject specific words such as monarch, settlement, invader accurately.</p>	<p>Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Present using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Use dates and terms correctly.</p>	<p>Present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram, drama and drawing). Their recording reflects the skill being taught.</p> <p>Makes accurate use of specific dates and terms.</p>
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