



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of events, people and changes in the past	- Describe an event or family member from their past that is important to remember. - Know and recount episodes from their own and others' past, saying why it happened.	- Recall some facts about people/events within living memory. - Tell the difference between past and present. - Can recognise that some objects belonged to the past. - Sort objects into old and new. - Say why people may have acted the way they did.	- Use information to describe the past. - Describe the differences between then and now. - Look at evidence to give and explain reasons why people in the past may have acted in the way they did. - Recount the main events from a significant event in history.	- Use evidence to describe the culture and leisure activities from the past. - Use evidence to describe the clothes, way of life and actions of people in the past. - Use evidence to describe buildings and their uses of people from the past - Understand the things that were important to people. - Understand the differences between the lives of the rich and poor.	- Use evidence to describe what was important to people from the past. - Use evidence to show how the lives of rich and poor people from the past differed. - Describe similarities and differences between people, events and artefacts studied. - Identify some beliefs, attitudes and experiences of men, women and children. - Describe how some of the things studied from the past affect/influence life today. - Give reasons why changes may have occurred in one aspect - culture, leisure, clothes, buildings etc.	- Choose reliable sources of information to find out about the past. - Give own reasons why changes may have occurred, backed up by evidence. - Give causes and consequences of main events and situations in these periods. - Describe similarities and differences between some people, events and artefacts studied. - Describe how historical events studied affect/influence life today. - Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	- Choose reliable sources of information to describe an aspect of life from any given period. - Give some reasons why changes may have occurred - backed up by evidence. - Describe similarities and differences between some people, events and artefacts studied. - Describe how some of the things studied from the past affect/influence life today. - Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Historical enquiry	- Talk about some of the things they have observed, question why things happen and give explanations. - Answer 'how' and 'why' questions about their experiences and in response to events. - Develop their own explanations by connecting ideas and events.	- Find answers to simple questions about the past from sources of information. - Explore events, look at pictures and ask questions. - Look at objects from the past and ask questions and try to answer.	- Identify different ways in which the past is represented. - Ask questions about the past. - Use a wide range of information to answer questions. - Estimate the ages of people by studying and describing their features.	- Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums and galleries as evidence about the past. - Ask questions and find answers about the past. - Suggest sources of evidence to help answer questions.	- Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums and galleries as evidence about the past. - Understand the difference between primary and secondary sources of evidence. - Ask questions and find answers about the past.	- Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums and galleries to collect evidence about the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing questions to answer. - Describe how historical events studied affect/influence life today.	- Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums and galleries to collect evidence about the past. - Evaluate the usefulness and accurateness of different sources. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing questions to answer. - Form own opinions about historical events from a range of sources.
Chronological understanding	- Sequence photographs from different parts of their life. - Recognise the difference between past and present in their own and others' lives.	- Understand the difference between things that happened in the past and the present. - Describe things that happened to themselves and other people in the past. - Order a set of events or objects. - Use a timeline to place important events. - Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. - Identify different ways in which the past is represented.	- Understand and use the words past and present when telling others about an event. - Recount changes in my own life over time. Compare them with an older relative. - Understand how to put at least 3 people, events and objects in order of when they happened, using a scale the teacher has given me, beyond 100 years. - Use a timeline to place important events.	- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). - Use a timeline to place historical events in chronological order (Intervals of 10 and 100). - Use words and phrases like century, decade, etc. - Describe dates of and order significant events from the period studied.	- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). - Order significant events and dates on a timeline. (Intervals of 10, 100 and 1000). - Sort dates on a timeline into 19th, 20th and 21st century. - Put names, places and dates of significant events from the past on a timeline. - Describe the main changes in a period in history. - Use mathematical skills to round up differences in decades and centuries.	- Place local, national and international events on a timeline (5 or more). - Begin to design own timeline - place events on as you come across. - Sequence historical periods on a timeline. - Describe the main changes in a period in history. - Identify and compare changes within and across different periods.	- Order significant events, movements and dates on a timeline. - Creates own timeline to place events, periods and cultural movements from around the world. - Place all studied periods of history on a timeline across the BC/AD line. - Identify and compare changes within and across different periods. - To be able to place a significant person's dates or significant event correctly on a timeline.
Historical interpretation	Use stories to encourage children to distinguish between fact and fiction.	- Look at books, videos, photographs, pictures and artefacts to find out about the past. - Recount some details from the past (using sources). - Identify different ways in which the past is represented.	- Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. - Understand why some people in the past did things.	- Explore the idea that there are different accounts of history. - Look at 2 versions of the same event and identify differences.	- Look at different versions of the same event in history and identify differences. - Know that people in the past represent events or ideas in a way that persuades others.	- Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. - Give clear reasons why there may be different accounts of history. - Know that people (now and in the past) can represent events or ideas to persuade others. - Evaluate evidence to choose the most reliable forms.	- Evaluate evidence to choose the most reliable forms (using valid source, reliable, credible, etc.) and that which may be unreliable. - Give reasons why you may be questioning a given source (primary or secondary). - Know that people in the past and present have a point of view and that this can affect interpretation. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Organisation and communication	- Match objects to people of different ages. - Talk about past and present events in their own lives and in the lives of family members.	- Sort events or objects into groups (i.e. then and now). - I can explain what an object from the past may have been used for. - Use timelines to order 3 events or objects. - Tell stories about the past. - Talk, write and draw about things from the past.	- Describe objects, people or events in history. - Writes own date of birth. - Use timelines to order events or objects or place significant people. - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. - Use drama to develop empathy and understanding.	- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Use dates/terms with increasing accuracy. - Discuss different ways of presenting information- for different purposes.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama roleplay, storytelling and using ICT. - Uses dates and terms accurately. - Plan and present a self-directed project or research about the studied period or choose how to present information to an audience.	- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Plan and present a self-directed project or research about the studied period.