|  |  |  |
| --- | --- | --- |
| **EYFS** | Area of Learning | **Statements** |
| **Three and four year olds** | Understanding of the world | * Begin to make sense of their own life-story and family’s history.
 |
| **Reception** | Understanding of the world | * Comment on images of familiar situations in the past.
* Compare and contrast characters from stories, including figures from the past.
 |
| **ELG** | Understanding of the worldPast and Present | * Talk about the lives of people around them and their roles in society.
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
* Understand the past through settings, characters and events encountered in books read in class and storytelling.
 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **History** | **Year 1** | **Year 2** | **Year3** | **Year 4** | **Year 5** | **Year 6** |
| **End of Key Stage** | Changes within living memoryEvents beyond living memory that are significant nationally or globallyCompare lives of significant individuals Significant historical events, people and places in their own locality  | Changes in Britain from the Stone Age to the Iron AgeRoman Empire and its impact on BritainLocal history studyBritain’s settlement by Anglo-Saxons and ScotsThe achievements of the earliest civilizationsViking and Anglo-Saxon struggle for the kingdom of England to the time of Edward confessorStudy of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |
| **Chronological Understanding** | Sequence events or objects in chronological order using sequential pictures and timelinesUse words and phrases such as: now, yesterday, last week, when I was younger, before I was born, when my parents were young, a long time ago | Use dates related to the passing of timePlace the dates and events from the time studied on a timeline (intervals of 10/100)Place historical events on a timelineSequence events or artefactsUnderstand a timeline can be divided into BC and AD  | Place events from the periods studied on a timeline Order significant events and dates on a timeline with intervals of 10/100/1000 years Describe the main changes in a period of history  | Place current study on timeline in relation to other studiesKnow and sequence key events and time studiedDescribe the main changes in a period of historyUse relevant terms and periodsMake comparisons between different times in history  | Creates own timelines to place events, periods and cultural movements from around the worldPlace current study on timeline in relation to other studies Understand how some historical events occurred concurrently in different locationsIdentify and compare changes within and across different periods |
| Describe things that happened to themselves or other people in the pastSequence some events or two related objects in time order - up to 100 years (intervals of 10) | Use timeline to place important eventsSequence three or more people, events or objects in order using a given scale - beyond 100 years |
| **Historical Enquiry** | Identify different ways in which the past is represented  | Use documents, printed sources, the internet, pictures, photographs, music, artefacts, historic buildings/sites, visits to museums or galleriesAsk questions and find answers about the past  | Understands the difference between primary and secondary sources of evidenceUse documents, printed sources, the internet, pictures, photographs, music, artefacts, historic buildings/sites, visits to museums or galleries to collect evidence about the pastAsk questions and find answers about the past with a focus on similarities and differencesSuggests sources of evidence from a selection provided to help answers questions | Use documents, printed sources, the internet, pictures, photographs, music, artefacts, historic buildings/sites, visits to museums or galleries to collect evidence about the past. **Begin** to look at primary and secondary sourcesChooses reliable sources of evidence to answer questionsRealises that there is often not a single answer to historical questions | Use documents, printed sources, the internet, pictures, photographs, music, artefacts, historic buildings/sites, visits to museums or galleries to collect evidence about the past. **Recognise** primary and secondary sources. Selects the most appropriate source of evidence for particular tasksForms own opinions about historical events from a range of sources |
| Sort artefacts or photos into “then” and “now” ( use as wide a range of sources as possible) Explore artefacts and events, look at pictures and ask which are old and which are new? What were the people doing? What were they used for? Etc. and answer questions related to different sources and objects (speaking and listening links) | Ask questions about the past and answer using a wide range of resources to support them  |
| **Historical Interpretation** | Begin to identify different ways to represent the past. (photos ,stories ,adults talking about the past , websites ,books, videos and artefacts) | Look at and use books, pictures, eyes witness accounts , photographs , artefacts, historic buildings or historical sites, museums, galleries and the internet to find out about the past | Looks at two versions of the same event and identifies differences in accountsLook at different representations of the past | Explore the idea that there are different accounts of historyLook at the evidence available and begin to evaluate its usefulness  | Compare accounts of events from different sources and give reasons why there may be different accounts of historyGive clear reasons why there might be different accounts of historyEvaluate evidence to choose the most reliable forms | Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of historyEvaluate evidence to choose the most reliable formsKnow that people both in the past have a point of view and that this can affect interpretationGive clear reasons why there may be different accounts of history, linking this to factual understanding of the past |
| **Historical Knowledge** | Tell the difference between past and present in own and other people’s lives | Use information to describe the pastDescribe the differences between then and nowRecount the main events form a significant event in historyLook at evidence to give and explain reasons why people in the past may have acted in the way they did | Use evidence to describe the pastUse evidence to show how the live of rich and poor people from the past differedUse evidence to find how things | Use evidence to describe what was important to people from the pastDescribe similarities and differences between people, events and artefacts studiedDescribe how some of the things studied from the past affects/ influence life today | Choose reliable sources of information to find out about the pastGive own reasons why changes may have occurred, backed up by evidenceDescribe similarities and differences between people, events and artefacts studied Describe how historical events studied affect/influence life todayMake links between some of the features of past societies (for example, houses, religion, society, technology)  | Choose reliable sources of information to find out about the pastGive own reasons why changes may have occurred - backed up by evidenceDescribe similarities and differences between people, events and artefacts studied Describe how historical events studied affect/influence life todayMake links between some of the features of past societies (for example, houses, religion, society, technology) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same view and opinions |
| **Organisation and communication** | Time lines / sequential pictures (sort into then and now and use timelines to order events) Drama/role play (tell stories about the past) Writing Drawing (talk, write and draw about things from the past)  | Describe objects, people or events in historyUse timelines to order events, objects or place significant people | Describe objects, people or events in historyUse timelines to order events, objects or place significant peopleCommunicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, role play, storytelling and using ICT | Research and describe objects, people or events in historyUse timelines to order events, objects or place significant peopleCommunicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, role play, storytelling and using ICTPlan and present a self-directed project or research about the studied periodSelect and organise information to produce structured work making appropriate use of dates and terms (Year 6) |