

History

Chronology, knowledge and understanding of history						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Make some comments about things from the past. E.g. features, events, people and themes. Sequence a few events or related objects. Use a number of time terms, such as; now, then, day, week, month, year, yesterday, past, old, new. 	<ul style="list-style-type: none"> Describe some features, events, people and themes from the past. Sequence a few events, objects or pieces of information on a timeline. Use a wider range of "time" terms including: recently, before, after, now, later. Use past and present when describing events 	<ul style="list-style-type: none"> When talking or writing about features, events, people and themes from the past, include some details. Place events, objects, themes and people from my history topic on a timeline. Use some "historical period" terms. Use; century, decade, BC (BCE) and AD (CE). 	<ul style="list-style-type: none"> When talking or writing about the past, include detail. Show that they can make some connections with features of other periods previously studied. Place a number of events, objects, themes and people from topics studied on a timeline. Use some dates and historical period terms. 	<ul style="list-style-type: none"> When talking or writing about the past, include detail. Include ideas which show some understanding of what things were like before and after at local, national and world levels. Place historical periods studied as well as information about topic on a timeline. Use dates and historical period terms accurately. 	<ul style="list-style-type: none"> When talking or writing about the past, include good detail. Put ideas in context (chronological and scale). Use a timeline to sequence local, national and international events as well as historical periods. Use historical periods as reference points. 	<ul style="list-style-type: none"> When talking or writing about the past, give overviews as well as detailed accounts noting connections, contrasts and trends over time. Use a timeline to sequence local, national and international events as well as historical periods. Use historical periods as reference points.
Continuity and change (during and between periods)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Begin to understand changes related to own and family's experience. 	<ul style="list-style-type: none"> Point out some similarities and differences between aspects of own life and the life of people in the period they are studying. 	<ul style="list-style-type: none"> Point out some similarities and differences between aspects of life at different times in the past. 	<ul style="list-style-type: none"> Describe some changes in the historical period they are studying. 	<ul style="list-style-type: none"> Describe changes within and between periods and societies. 	<ul style="list-style-type: none"> Describe and make some links between events, situations and changes within and between different periods and societies. 	<ul style="list-style-type: none"> Point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.
Diversity (within a period)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Point out some similarities and some differences between the ways of life of different people living at the time they are learning about. 	<ul style="list-style-type: none"> Describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying. 	<ul style="list-style-type: none"> Describe similarities and differences between some people, events and beliefs in the period of history I am studying. 	<ul style="list-style-type: none"> Describe similarities and differences in society, culture and religion in Britain at local and national levels. 	<ul style="list-style-type: none"> Describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world. 	<ul style="list-style-type: none"> Explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies.

Cause and consequence						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Begin to understand changes since an event. 	<ul style="list-style-type: none"> Make some comments about why people did things, why events happened and what happened as a result of these. 	<ul style="list-style-type: none"> Pick out some reasons for and results of people's actions and events. 	<ul style="list-style-type: none"> Suggest reasons for and results of people's actions and events. 	<ul style="list-style-type: none"> Give some reasons for and results of historical events, situations and changes. 	<ul style="list-style-type: none"> Explain my suggestions when giving reasons for and results of historical events, situations and changes. 	<ul style="list-style-type: none"> Analyse and explain reasons for and results of historical events, situations and changes.
Significance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Remember and talk about significant events in own experience. 	<ul style="list-style-type: none"> Understand why some events were significant. (Bonfire night) 	<ul style="list-style-type: none"> Point out which people/events were historically important. 	<ul style="list-style-type: none"> Suggest which people/events were historically important. 	<ul style="list-style-type: none"> Suggest which people and causes and consequences of change are more important. 	<ul style="list-style-type: none"> Explain which causes and consequences are the most significant. 	<ul style="list-style-type: none"> Explain the significance of different causes and consequences.
Using & understanding sources of evidence						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Pick out information about the past from sources like pictures, objects and stories. 	<ul style="list-style-type: none"> Use information from more than one source in and for my answers. 	<ul style="list-style-type: none"> Compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences. 	<ul style="list-style-type: none"> Comment on the usefulness and accuracy of different sources of evidence. 	<ul style="list-style-type: none"> Suggest some reasons why there are different accounts and interpretations of the past. 	<ul style="list-style-type: none"> Take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness. 	<ul style="list-style-type: none"> Take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.

Understanding historical interpretation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Look closely at similarities and differences of lives of self and Grandparents. 	<ul style="list-style-type: none"> Talk about some of the different ways that the past is recorded or represented. Name some which tell us about the past. 	<ul style="list-style-type: none"> Say which sources (from a selection) are likely to be the most useful for a task. 	<ul style="list-style-type: none"> Identify primary and secondary sources of evidence. 	<ul style="list-style-type: none"> Compare sources of evidence to help me identify reliable information. 	<ul style="list-style-type: none"> Explain my evaluation of particular pieces of information and particular sources. 	<ul style="list-style-type: none"> Discuss how and why different arguments and interpretations of the past have been constructed

Communicating ideas in history

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Show ideas through talk, drawing and emerging writing. 	<ul style="list-style-type: none"> Make labelled drawings, tables, write sentences, speak, use drama and use ICT to show my ideas. 	<ul style="list-style-type: none"> Present findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills. 	<ul style="list-style-type: none"> In written work, try to: organise my answers well; state conclusions; give reasons for ideas; use some dates and historical terms. 	<ul style="list-style-type: none"> Written answers are well rounded and organised with clear conclusions and supported by evidence (from many sources) and reasons. Make good use of dates and historical terms. 	<ul style="list-style-type: none"> Can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms. 	<ul style="list-style-type: none"> Can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms to support and justify conclusions.

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> 👉 Today 👉 The present 👉 Day 👉 Long ago 👉 Tomorrow 👉 Month 👉 New/recent 👉 Lifetime 👉 The past 👉 Week 👉 Timeline 👉 Remember 👉 History 👉 Order 👉 Future 	<ul style="list-style-type: none"> 👉 Ancient 👉 Timeline 👉 Living memory 👉 Source 👉 New/recent 👉 Lifetime 👉 The past 👉 Date 👉 Modern 👉 Decade 👉 Century 👉 Artefact 👉 Different 👉 Similar 👉 Century 👉 Artefact 👉 Different 👉 Similar 👉 Because 👉 Opinion 👉 Important 	<ul style="list-style-type: none"> 👉 Ancient 👉 Timeline 👉 Living memory 👉 Date 👉 Modern 👉 Decade 👉 Century 👉 Artefact 👉 Different 👉 Similar 👉 Significant 👉 Investigate 👉 Opinion 👉 Impact 👉 Evidence 👉 Experts 👉 Websites 👉 Source 👉 Archaeologist 👉 Historian 👉 Research 👉 Recent 	<ul style="list-style-type: none"> 👉 Era/period 👉 B.C.E (Before the Common Era) 👉 C.E (Common Era) 👉 A.D (Anno Domini) 👉 B.C (Before Christ) 👉 Archaeologist 👉 Sources 👉 Effects 👉 Evidence 👉 Significance 👉 Impact 👉 Reliable 👉 Museum 👉 Artefact 👉 Monarchy 👉 -Bias 	<ul style="list-style-type: none"> 👉 Era/period 👉 B.C.E (Before the Common Era) 👉 C.E (Common Era) 👉 A.D (Anno Domini) 👉 B.C (Before Christ) 👉 Historian 👉 Archaeologist 👉 Achievements 👉 Impact 👉 Infer 👉 Invasion 👉 Evidence 👉 Effects 👉 Reputation 👉 Consequence 👉 Cause/s 👉 Conclusion 👉 Reliable 👉 Change 👉 Bias 👉 Preserve 	<ul style="list-style-type: none"> 👉 B.C.E (Before the Common Era) 👉 A.D (Anno Domini) 👉 B.C (Before Christ) 👉 Era/period 👉 Infer 👉 Historian 👉 Agriculture 👉 Reform 👉 Archaeology 👉 Continuity 👉 Extent of change 👉 Primary/ secondary evidence 👉 Impact 👉 Effects 👉 Significance 👉 Reliable 👉 Consequences 👉 Impression 👉 Cause/s 👉 Conclusion 👉 Influence 👉 Interpretation 👉 Eye witness 👉 Bias 	<ul style="list-style-type: none"> 👉 B.C.E (Before the Common Era) 👉 A.D (Anno Domini) 👉 B.C (Before Christ) 👉 Culture 👉 Traditional view 👉 Represent 👉 Attitudes 👉 Continuity 👉 Excavate 👉 Motive 👉 Variety of sources 👉 infer 👉 purpose... 👉 One sided 👉 Bias 👉 Mistake 👉 Ambiguous 👉 Legacy 👉 Consequences 👉 Impression 👉 Cause/s 👉 Conclusion 👉 Influence 👉 Interpretation