

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Stories from the past	<i>Read and talk about stories from the past</i>	<i>Know and recount some key points from stories about the past</i> <i>Distinguish between fact and fiction in stories</i> <i>Listen to adults talk about the past</i> <i>Discuss the reliability of their accounts</i>					
Own life links	<i>- Discuss key events in their own lives</i>	<i>Recognise the difference between past and present in their own and others' lives</i>	<i>Describe memories of key events in their own life.</i>				
Sequencing		<i>Recognise and sequence 3 or 4 key events in their life</i> <i>Sequence 3 or 4 artefacts/objects from distinctly</i>	<i>Sequence 3 or 4 artefacts/objects which are closer together in time</i>	<i>Sequence several events/artefacts within a historical period</i> <i>Place the period studied on a time line</i>	<i>Sequence several events/artefacts within a historical period</i> <i>Place events from a period studied on a timeline</i>	<i>Place events, people and/or changes within a period studied, on a timeline</i>	<i>Know, sequence and place up to ten events, people and/or changes within a period studied, on a timeline</i> <i>Place current study on a time line in</i>

		<i>different time periods</i>					<i>relation to other studies</i>
Vocabulary	<i>- Begin to use simple words connected to time e.g. now, then, ago</i>	<i>Begin to use common words and phrases relating to the passing of time - before, after, a long time ago, old, new, now, then, past, present, future, older, newer</i> <i>Begin to use simple historical terms and vocabulary</i>	<i>Use common words and phrases relating to the passing of time - before, after, a long time ago, old, new, now, then, past, present, future, older, newer</i> <i>Use some historical terms and vocabulary</i>	<i>Begin to use complex terms related to the passing of time - ancient, modern, BC, AD, century, decade, ancient civilisations, Stone Age, Bronze Age, Iron Age</i> <i>Understand and use a range of historical terms and vocabulary</i> <i>Use dates related to the study units</i>	<i>Use complex terms related to the passing of time -ancient, modern, BC, AD, century, decade, ancient civilisations, Stone Age, Bronze Age, Iron Age</i> <i>Understand and use a range of historical vocabulary</i> <i>Use dates related to the study units</i>	<i>Know, understand and use relevant terms and period labels, including ancient, modern, BC, AD, century, decade, ancient civilisations, Stone Age, Bronze Age, Iron Age</i> <i>Know, understand and use a range of historical vocabulary</i>	<i>Know, understand and accurately use relevant terms and period labels, including ancient, modern, BC, AD, century, decade, ancient civilisations, Stone Age, Bronze Age, Iron Age</i> <i>Know, understand and use a range of historical vocabulary</i>
Artefacts and sources	<i>Compare objects from the past to today</i> <i>Examine photographs/ pictures which depict aspects of life in the past</i>	<i>Match objects to particular people in history</i> <i>Make simple observations about the past using pictures, stories,</i>	<i>Compare pictures/ photographs of people or events in the past</i> <i>Discuss the reliability of pictures and photographs</i>	<i>Examine representations of the period studied e.g poems, paintings, stories, cartoons</i> <i>Identify ways we can find out about the</i>	<i>Examine a range of evidence/ historical sources, and examine the usefulness and reliability of this information</i> <i>- Use a wider range of sources</i>	<i>Use a wider range of sources such as pictures, photographs stories, artefacts, reference books, websites, visits, visitors, biographies, comparisons, timelines,</i>	<i>Check the accuracy of historical interpretations – fact, fiction, opinion?</i> <i>Consider how historical sources are used to draw conclusions</i>

		<p>photographs and artefacts</p>	<p>Use a wider range of sources such as pictures, photographs stories, artefacts, reference books, websites, visits and visitors to find out about the past.</p> <p>Identify ways we can find out about the past.</p>	<p>historical periods studied</p> <p>Use a wider range of sources such as pictures, photographs stories artefacts, reference books, websites, visits and visitors to find out about the past</p> <p>Examine the reliability of some sources</p> <p>Observe small details on artefacts and pictures</p>	<p>such as pictures, photographs stories, artefacts, reference books, websites, visits and visitors to build up pictures of events/ reconstruct life in the past</p>	<p>relevant data and conflicting points of view to find out about the past</p> <p>- Begin to identify primary and secondary sources of information</p> <p>Explain and give reasons for different versions of events</p>	<p>Know and explain how different evidence can lead to different conclusions</p> <p>Use a wider range of sources such as pictures, photographs stories, artefacts, reference books, websites, visits, visitors, biographies, comparisons, timelines, relevant data and conflicting points of view to find out about the past, and to evidence explanations</p> <p>- Identify primary and secondary sources of information</p>
Enquiry		<p>Answer simple questions about the past</p>	<p>Raise simple questions about the past</p> <p>Answer given questions using simple observation of historical sources</p>	<p>Use books and the internet for historical research</p> <p>Ask and answer historical questions</p>	<p>Ask and answer a variety of historical questions</p> <p>Use the library and internet more effectively for research</p>	<p>Use the library and internet for research with increased efficiency and effectiveness</p> <p>Raise questions about life in the past and use</p>	<p>Investigate the beliefs, behaviour and characteristics of people from history</p> <p>Confidently and effectively use the library and internet for research</p>

			<p><i>Investigate important events from the past which are beyond living memory</i></p> <p><i>Investigate the life of a significant individual in history</i></p>			<p><i>some relevant sources to help find, select and record the answers</i></p>	<p><i>Raise historical questions, and use a range of relevant sources to help find, select and record the answers appropriately</i></p>
Recording and communicating		<p><i>Communicate a knowledge of history through varying ways eg. discussion, writing, drama, art, DT, ICT</i></p>	<p><i>Communicate a knowledge of history through varying ways eg. discussion, writing, drama, art, DT, ICT</i></p>	<p><i>Communicate a knowledge of history through varying ways eg. discussion, writing, drama, art, DT, ICT</i></p> <p><i>Select and record some relevant information</i></p> <p><i>Recall, select and organise some historical information</i></p>	<p><i>Communicate a knowledge of history through varying ways eg. discussion, writing, drama, art, DT, ICT</i></p> <p><i>Select and record some relevant information</i></p> <p><i>Begin to recall, select and organise historical information appropriately</i></p>	<p><i>Communicate a knowledge of history through varying ways eg. discussion, writing, drama, art, DT, ICT</i></p> <p><i>Recall, select and organise historical information to produce structured work, making some reference to dates and historical terms</i></p>	<p><i>Communicate a knowledge of history through varying ways eg. discussion, writing, drama, art, DT, ICT</i></p> <p><i>Recall, select and organise historical information to produce thoughtfully structured work, making some reference to dates and historical terms</i></p>
Making comparisons	<p><i>Compare objects from the past to today</i></p>		<p><i>Recognise some differences between ways of life at different times</i></p>	<p><i>Compare aspects of the life of people in the past to our life today.</i></p>	<p><i>Recognise diversity within the societies studied e.g. rich and poor,</i></p>	<p><i>Compare an aspect of life with the same aspect in another period of history</i></p>	<p><i>Compare the beliefs, behaviour and characteristics of people from a period studied to those in</i></p>

				<i>Compare different viewpoints of the same event</i>	<i>Catholic and Protestant</i>	<i>Compare accounts of events from different sources in more detail</i> <i>Compare aspects of life at the beginning and end of a period studied</i> <i>Recognise and explain diversity within the societies studied eg. differences between men and women</i>	<i>another period of history</i>
Consequences and cause and effect			<i>Recognise some consequences of actions of people in the past</i>	<i>Explain some consequences of actions of people in the past</i> <i>Explain reasons for the actions of people in the past</i>	<i>Identify links and effects within the time studied</i> <i>Explain why some events happened</i>	<i>Examine causes and results of historical events, situations and changes, and explain the impact on people</i>	<i>Examine causes and results of historical events, situations and changes, and explain the impact on people using evidence to support and illustrate the explanation</i>
Summarising		<i>Recognise the name of a significant individual in history, and</i>	<i>Recognise some actions of people in the past</i>	<i>Recognise key features and events within the time studied</i>	<i>Identify key features, characters and events within the time studied</i>	<i>Identify key dates, features, characters and events of the time studied</i>	<i>Know key dates, characters and events of the time studied</i>

		<i>identify their role</i>		<i>Find out about the everyday life of people in the past</i>			
		<i>Describe a simple historical event that is beyond living memory</i>					