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| EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
| Substantive Skills and Concepts | | | |
| Chronological Knowledge / Understanding | | | |
| Use everyday language related to time.  Order and sequence familiar events.  Describe main story settings, events and principal characters.  Talk about past and present events in their own lives and in lives of family members. | Develop an awareness of the past.  Understand the difference between the past and present and describe simple features of themes, events and people from the past and present.  Know where all people/events studied fit into a chronological framework.  Use a range of words and phrases relating to the passing of time. | Continue to develop chronologically secure knowledge of history.  Identify historical details and demonstrate some overall chronological awareness of themes, societies, events, and people.  Sequence the most significant people, events, objects, themes, societies and periods studied so far, and fit them onto a timeline, accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD. | Establish clear narratives within and across periods studied.  Identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people.  Sequence the most significant people, events, objects, themes, societies and periods studied in Key Stage 2, and independently fit them onto a timeline, accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.  Note connections, contrasts and trends over time. |
| Disciplinary Knowledge –  Knowledge of second order concepts and the approach of historical enquiry.  Children should know how to… | | | |
| Historical Enquiry – Using evidence and communicating ideas | | | |
| Be curious about people and show interest in stories.  Answer ‘how’ and ‘why’ questions in response to stories or events.  Explain own knowledge and understanding and asks appropriate questions.  Know that information can be retrieved from books and computers.  Record using marks they can interpret and explain. | Ask questions and produce answers to a few historical enquiries.  Understand some ways we learn about the past.  Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries.  Communicate ideas about the past in writing, drawing , drama and IT. | Devise a range of valid questions for different historical enquiries and construct informed responses.  Use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music.  Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and IT. | Regularly address and sometimes, independently plan historical enquiries and construct informed, valid conclusions.  Use and understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, inc stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music.  Understand how knowledge of the past is constructed from a range of sources.  Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and IT. |
| Continuity and Change | | | |
| Look loosely at similarities, differences, patterns and change.  Develop understanding of growth, decay and changes over time. | Identify similarities and differences between ways of life at different times. | Make valid statements about the main changes occurring within and across periods. | Make valid statements, describe and make links between the main events, situations and changes occurring within and across periods and compare the importance and nature of these changes. |
| Cause and Consequence | | | |
| Question why things happen and give explanations. | Recognise why people did things, why events happened and what happened as a result, identifying basic causes and effects. | Identify and comment on the importance of causes and consequences of historical events and changes. | Identify, give reasons for and explain the significance of causes and consequences of historical events/changes. |
| Similarities and Differences | | | |
| Know about similarities and differences between themselves and others and among families, communities and traditions. | Make simple observations about different types of people, events, beliefs within a society or time period, identifying simple similarities and differences. | Make observations about similarities and differences between people, groups, experiences or places in the same historical period. | Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period. |
| Significance | | | |
| Recognise and describe special times or events for family and friends. | Identify and talk about important aspects of a theme, period, society or person e.g. in a simple historical account. | Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today. | Identify and explain why aspects of a theme, period, society, person or historical event or development are significant; describe how these aspects influence life today. |
| Historical Interpretations | | | |
|  | Identify different ways in which the past is represented including written sources, visual sources and artefacts. | Understand that different versions of the past exist and explore possible reasons for this. | Understand that different versions of the past exist, giving some reasons for how and why this is possible, appreciating that historical figures had points of view.  Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation. |