

Early Years

Chronological knowledge / understanding (including characteristic features of periods)

- 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

3 to 4 years

C&L: enjoy listening to longer stories & can remember much of what happens
M: begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'...
UtW: begin to make sense of their own life story & family's history

Reception

C&L: connect one idea or action to another using a range of connectives
C&L: describe events in detail
UtW: comment on images of familiar situations in the past
UtW: compare & contrast characters from stories, including figures from the past

Early Learning Goal

C&L: express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Lit: demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
UtW: understand the past through settings, characters and events encountered in books read in class and storytelling.

Positive Relationships: what adults could do

- Encourage children to use everyday words to describe time
- Discuss with children the characters in books being read
- Encourage them to predict outcomes, to think of alternative endings & to compare plots & the feelings of characters with their own experiences
- Help children & parents to see ways in which their cultures & beliefs are similar, sharing & discussing practices, resources, celebrations & experiences

Enabling Environments: what adults could provide

- Make books about time (& measure)
- Provide fact & fiction books in all areas
- Provide books containing photographs of the children that can be read by adults & that children can begin to 'read' by themselves
- Provide activities & opportunities for children to share experiences & knowledge from different parts of their lives with each other
- Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing & writing

Historical terms e.g. empire, peasant

- Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words

3 to 4 Years

C&L: use a wider vocabulary

Reception

C&L: learn new vocabulary
C&L: use new vocabulary through the day
C&L: use new vocabulary in different contexts

Early Learning Goal

C&L: participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Positive Relationships: what adults could do

Show children how to use the language for negotiating, by saying "May I...", "Would it be alright...?", "I think that..." & "Will you..." in your interactions with them
 Model language appropriate for all different audiences, for example a visitor
 Encourage children to predict possible endings to stories & events
 Encourage children to develop narratives in their play, using words such as: first, last, next, before, after, all, most, some each, every etc.
 Value children's contributions & use them to inform & shape the direction of discussions

Enabling Environments: what adults could provide

Give time for children to initiate discussions from shared experiences & have conversations with each other
 Help children to talk about & plan how they will begin, what parts each will play & what materials they will need
 Decide on key vocabulary linked to activities, & ensure that all staff regularly model its use in a range of contexts
 Provide opportunities for children to participate in meaningful speaking & listening activities

Historical enquiry – Using evidence / 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:

3 to 4 Years

C&L: understand 'why' questions (in relation to a story)

Reception

C&L: asks questions to find out more & to check they understand what has been said to them
C&L: articulate their ideas & thoughts in well-formed sentences
C&L: engage in non-fiction books
C&L: listen to & talk about selected non-fiction to develop a deep familiarity with new knowledge & vocabulary

Early Learning Goal

C&L: listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
C&L: make comments about what they have heard and ask questions to clarify their understanding.
Lit: demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
UtW: understand the past through settings, characters and events encountered in books read in class and storytelling.

Positive Relationships: what adults could do

Celebrate & value cultural, religious & community events & experiences
 Use stories from books to focus children's attention on predictions & explanations
 Help children to – identify patterns, draw conclusions, explain effect, predict & speculate
 Support children in linking openly & confidently with others
 Ensure that children & adults make opportunities to listen to each other & explain their actions
 Discuss & model ways of finding out information from non-fiction texts
 Discuss & model ways of presenting and recording ideas and information.

Enabling Environments: what adults could provide

- Collect stories for, & make books about, children in the group, showing things they like to do
- Make a photographic book about the children in the setting & encourage parents to contribute to these
- Set up displays that remind children of what they have experienced, using objects, artefacts, photographs & books
- Provide for, initiate & join in imaginative play & role-play, encouraging children to talk about what is happening & to act out the scenarios in character
- Encourage children to add to their first-hand experience of the world through the use of books, other texts & information, & information & communication technology (ICT)
- Help children to identify the main events in a story & to enact stories, as the basis for further imaginative play
- Provide story boards & props which support children to talk about a story's characters & sequence of events.
- Provide a range of media for children to record their ideas in a range of ways (paints, writing and drawing materials, role play resources, ICT equipment, musical instruments etc)

INTERPRETATIONS OF HISTORY

Historical Enquiry – these concepts underpin and are developed through regular re-visiting in a range of contexts

Continuity & Change <i>in and between periods</i>		Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time
3 to 4 Years	Reception	Early Learning Goal
U <i>t</i> W: begin to make sense of their own life story & family's history		U <i>t</i> W: talk about the lives of the people around them and their roles in society. U <i>t</i> W: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; T <i>N</i> W: understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<u>Positive Relationships:</u> <i>what adults could do</i>		<u>Positive Relationships:</u> <i>what adults could do</i>
<i>Introduce vocabulary to enable children to talk about their observations & to ask questions Help children to notice patterns around them Examine changes over time, growing plants, & changes that may be reversed Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”</i>		<i>Provide opportunities to observe things closely through a variety of means, including magnifiers & photographs Give opportunities to record findings by, e.g. drawing, writing, making a model or photography</i>

Cause & Consequence		•Question why things happen and give explanations
3 to 4 Years	Reception	Early Learning Goal
C&L: understand ‘why’ questions (in relation to a story) C&L: be able to express a point of view & to debate when they disagree with an adult or a friend using words as well as actions		C&L: listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions C&L: make comments about what they have heard and ask questions to clarify their understanding.
<u>Positive Relationships:</u> <i>what adults could do</i>		<u>Positive Relationships:</u> <i>what adults could do</i>
<i>Use a lot of statements & fewer questions. When you do ask a question, use an open question with many possible answers Help children expand on what they say, introducing & reinforcing the use of more complex sentences</i>		<i>Display pictures & photographs showing familiar events, objects & activities & talk about them with the children Help children to build their vocabulary by extending the range of their experiences Foster children’s enjoyment of spoken & written language by providing interesting & stimulating play opportunities</i>

Similarity / Difference		•Know about similarities and differences between themselves and others, and among families, communities and traditions
3 to 4 Years	Reception	Early Learning Goal
U <i>t</i> W: begin to make sense of their own life story & family's history		U <i>t</i> W: talk about the lives of the people around them and their roles in society. U <i>t</i> W: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
<u>Positive Relationships:</u> <i>what adults could do</i>		<u>Positive Relationships:</u> <i>what adults could do</i>
<i>Strengthen the positive impressions children have of their own cultures and faiths, & those of others in their community, by sharing & celebrating a range of practices & special events</i>		<i>Invite children 7 families with experiences of living in other countries to bring in photographs & objects from home cultures including those from family members living in different areas of the UK & abroad Help children to learn positive attitudes & challenge negative attitudes & stereotypes Visit different parts of the local community, including areas where some children may be very knowledgeable Provide role-play areas with a variety of children’s experiences</i>

Significance <i>of events / people</i>		•Recognise and describe special times or events for family or friends
3 to 4 Years	Reception	Early Learning Goal
U <i>t</i> W: begin to make sense of their own life story & family's history		U <i>t</i> W: talk about the lives of the people around them and their roles in society. U <i>t</i> W: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
<u>Positive Relationships:</u> <i>what adults could do</i>		<u>Positive Relationships:</u> <i>what adults could do</i>
• <i>Recognises & describes special times or events for family or friends</i>		• <i>Provide activities & opportunities for children to share experiences & knowledge from different parts of their lives with each other</i> • <i>Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing & writing</i>

Key Stage 1

National Curriculum:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – **Year 1; School, Toys & Transport**
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] – **Year 1; Guy Fawkes & The Great Fire of London – Year 2; The Pilgrim Fathers**
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] – **Year 1; Guy Fawkes & Samuel Pepys - Year 2; Christopher Columbus, William Wilberforce, Grace Darling & Amy Johnson - Year 2; The Pilgrim Fathers – Mary Brewster**
- significant historical events, people and places in their own locality – **Year 2; The Pilgrim Fathers**

- Develop an awareness of the past
- Use common words and phrases relating to the passing of time
- Know where all people/events studied fit into a chronological framework
- Identify similarities / differences between periods

Year 1

Year 2

- Can put objects in chronological order.
- Can order maps to show how London has changed over time.
- Can recognise that a story read to them may have happened a long time ago.
- Know that timelines can show different periods of time – days compared to years.

- Can sequence a set of events in chronological order & give reasons for their order.
- Can use phrases & words such as: year, decade, and century.
- Can use past & present accurately.
- Can use a range of appropriate words & phrases to describe the past.

Historical terms e.g. empire, peasant

- Use a wide vocabulary of everyday historical terms

Year 1

Year 2

- Can use phrases & words such as: old, new, long time ago, now, past & present.

- Can use phrases & words such as: year, decade, and century.

Historical enquiry – Using evidence / Communicating ideas

- Ask and answer questions *
- Understand some ways we find out about the past
- Choose and use parts of stories and other sources to show understanding of historical enquiry

Year 1

Year 2

- Can identify artefacts that were used by people in the past.
- Can answer questions using a range of artefacts &/or photographs.
- Can use role play to show what life was like in the past.
- Can explain the importance of an eyewitness account.

- Can research the life of a famous person from the past using different resources.
- Can answer a question by using a specific source.
- Can explain the difference between primary & secondary sources of evidence.

Interpretations of history

- Identify different ways in which the past is represented

Year 1

Year 2

- Can give a plausible explanation about what an object was used for in the past.

- Are beginning to build a 'bigger picture' of a historical period, using a range of source material (Museum Visit).

Continuity & Change in and between periods

- Identify similarities / differences between ways of life at different times

Year 1

Year 2

- Can explain why London has changed over time.
- Can give some examples of how life is different between the past & today.

- Can explain how the role of women has changed over the last 100 years.

Cause & Consequence

- Recognise why people did things, why events happened and what happened as a result

Year 1

Year 2

- Can explain why the conspirators wanted to assassinate King James I.
- Can explain why we celebrate Bonfire Night.
- Can explain why they think Guy Fawkes should/should not be on the bonfire.
- Can explain how the Great Fire spread quickly.
- Can explain how the Great Fire changed London.

- Can understand why the role of women in society has changed over the last 100 years.

Similarity / Difference

- Make simple observations about different types of people, events, beliefs within a society

Year 1

Year 2

- Can explain how firefighting is similar & different between 1666 & today.
- Understand that life today is both similar & different to life in the past.

- Can use the lives of famous historical people to compare aspects of life in different times.
- Can give examples of things that are different today from that of the past – understanding of the Earth, RLNI etc.

Significance of events / people

- Talk about who was important e.g., in a simple historical account

Year 1

Year 2

- Can explain why we remember & celebrate Bonfire Night – the significance of the event.
- Can recount a significant event & understand why it is remembered – Great Fire of London.

- Can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier & what they did later; William Wilberforce & Grace Darling.
- Can recount a significant individual's actions & what happened as a result.

Historical Enquiry – these concepts underpin and are developed through regular re-visiting in a range of contexts

Lower Key Stage 2

National Curriculum:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age – **Year 3; The Stone Age & From the Stone Age to the Iron Age**
- the Roman Empire and its impact on Britain – **Year 4; The Roman Empire & its Impact on Britain**
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – **Year 4; The Viking & Anglo-Saxon Struggle**

Chronological knowledge / understanding
(including characteristic features of periods)

- Continue to develop chronologically secure knowledge of history
- Establish clear narratives within and across periods studied
- Note connections, contrasts and trends over time

Year 3

Year 4

- Can set out on a timeline, within a given period sequencing events that took place.
- Can place periods of history on a timeline showing periods of time.
- Can use phrases & words such as: now, then, long ago, before & after.
- Can use BC & AD accurately.

- Can plot time periods accurately on a timeline using centuries.
- Beginning to build up a picture of main events that happened in Britain & the world during different centuries (linking back to other periods of history studied previously).
- Can use abstract words such as: empire, civilisation & republic accurately.
- Can use BC, AD & decades accurately.

Historical terms e.g. empire, peasant

- Develop the appropriate use of historical terms

Year 3

Year 4

- Can use appropriate historical vocabulary to describe key features of time.

- Can use abstract words such as: empire, civilisation & republic accurately.

Historical enquiry – Using evidence / Communicating ideas

- Regularly address and sometimes devise historically valid questions *
- Understand how knowledge of the past is constructed from a range of sources
- Construct informed responses by ...
- Selecting and organising relevant historical information

Year 3

Year 4

- Can understand the part that archaeologists have had in helping us understand more about the past.
- Beginning to use more than one source of information to reach a conclusion about an event; the Stone Age.
- Can use various sources of evidence to answer questions.

- Can understand how artefacts found belonging to the past help us to build an accurate picture of how people lived in the past.
- Can give more than one reason to support a historical argument.
- Can communicate knowledge & understanding orally & in writing, offering points of view based on research.

Interpretations of history

- Identify different ways in which the past is represented

Year 3

Year 4

- Can choose the most important source material for a task, showing awareness of a range of sources.

- Can use a range of source material to answer questions about the past, that go beyond simple observation.

Historical Enquiry – these concepts underpin and are developed through regular re-visiting in a range of contexts	Continuity & Change in and between periods	• Describe / make links between main events, situations and changes within and across different periods / societies		
		Year 3	Year 4	
		<ul style="list-style-type: none"> • Can understand what life was like for people in the Stone-Age period. • Can understand that life for the people in the Stone-Age changed/evolved across the time-period. 	<ul style="list-style-type: none"> • Can explain why an event can have more than one cause; Roman invasion of Britain. 	
	Cause & Consequence	• Identify and give reasons for, results of, historical events, situations, changes		
		Year 3	Year 4	
		<ul style="list-style-type: none"> • Can understand that the climate changed globally & this had a significant impact on the way in which people lived. • Can understand why Stone-Age people acted as they did; farming & settlements influenced by the technology/materials to hand. 	<ul style="list-style-type: none"> • Can explain how events from the past have helped shape our lives; Roman legacy. • Can understand that wars are often associated with invasion & conquering. • Can understand that differences between different cultures living at the same time, could influence the success of a culture; Roman society highly organised, soldiers highly organised. • Can explain why the Roman occupation of Britain came to an end. 	
	Similarity / Difference	• Describe social, cultural, religious and ethnic diversity in Britain & the wider world		
		Year 3	Year 4	
		Can appreciate that Stone-Age people would not have lived & eaten as we do today.	<ul style="list-style-type: none"> • Can understand that two cultures living at the same time (Romans & Celts), could live very differently. 	
	Significance of events / people	• Identify historically significant people and events in situations		
		Year 3	Year 4	
		<ul style="list-style-type: none"> • Can understand the importance of Skara Brae as a primary evidence source. • Can understand that farming & settlements have their origins in the Stone-Age & this has influenced how we live today. 	<ul style="list-style-type: none"> • Know the importance of Boudicca & why she is remembered today. • Can understand the legacy of the Roman Empire & it's influence on our life today. 	

Upper Key Stage 2

National Curriculum:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- a local history study – **Year 6; World War II**
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – **Year 6; World War II**
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt – **Year 5; Ancient Egypt**
- Ancient Greece – a study of Greek life and achievements and their influence on the western world – **Year 6; Ancient Greece**
- a non-European society that provides contrasts with British history – one study chosen; Mayan civilization c. AD 900 – **Year 5; Ancient Maya**

Chronological knowledge / understanding
(including characteristic features of periods)

- Continue to develop chronologically secure knowledge of history
- Establish clear narratives within and across periods studied
- Note connections, contrasts and trends over time

Year 5

Year 6

- Can draw a timeline with different time periods outlined which shows previous learning.
- Know what was happening in the UK, during the same time-period.
- Know that some ancient civilisations showed greater advancements than people who lived centuries after them.
- Can use dates & historical language in their work.

- Can draw a timeline with different time periods outlined which shows previous learning.
- Can say where a period of history fits on a timeline.
- Can place specific events on a timeline.
- Knows what was happening in the UK, during the same time-period.
- Know that some ancient civilisations showed greater advancements than people who lived centuries after them.
- Can use in context & use terms relating to different types of history e.g., culture, political, social & economic etc.

Historical terms e.g. empire, peasant

- Develop the appropriate use of historical terms

Year 5

Year 6

- Can use dates & historical language in their work.

- Can use in context & use terms relating to different types of history e.g., culture, political, social & economic etc.

Historical enquiry – Using evidence / Communicating ideas

- Regularly address and sometimes devise historically valid questions *
- Understand how knowledge of the past is constructed from a range of sources
- Construct informed responses
- Selecting and organising relevant historical information

Year 5

Year 6

- Can understand how artefacts found belonging to the past help us to explain religious beliefs of the ancient Egyptians.
- Can use a range of source material to answer questions about the past, that go beyond simple observation.
- Can construct an informed response.

- Can they identify and explain their understanding of propaganda?
- Can they describe a key event from Britain's past using a range of evidence from different sources?
- Can they pose and answer their own historical questions?

Interpretations of history

- Identify different ways in which the past is represented

Year 5

Year 6

- Can describe how different types of evidence tell us different things about the past & understand why different arguments & interpretations occur

- Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
- Can they acknowledge different points of view expressed and explain why these are important in understanding and interpreting history?
- Can they suggest why there may be different interpretations of events?

Historical Enquiry – these concepts underpin and are developed through regular re-visiting in a range of contexts

Continuity & Change in and between periods

- Describe / make links between main events, situations and changes within and across different periods / societies

Year 5

Year 6

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- Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?
- Can they summarise the main events from a specific period in history, explaining the order in which key events happened?

Cause & Consequence

- Identify and give reasons for, results of, historical events, situations, changes

Year 5

Year 6

- Can link the significance of the pyramids to religious beliefs & the geography of the area.
- Can explain why the ancient Egyptian civilisation came to an end.

- Can they suggest relationships between causes in history?
- Can they suggest why certain events, people and changes might be seen as more significant than others?
- Can they describe the negative or positive impact of a period of history on contemporary society?

Similarity / Difference

- Describe social, cultural, religious and ethnic diversity in Britain & the wider world

Year 5

Year 6

- Can make comparisons between events / beliefs & explain the significance of the differences (Tutankhamun & Ramesses II / creation story).
- Can explain the importance of animals in the religious lives of the ancient Egyptians.

- Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?

Significance of events / people

- Identify historically significant people and events in situations

Year 5

Year 6

- Can understand the importance of the discovery of Tutankhamun's tomb on our understanding of the burial process, but also the life of a Pharaoh & the craftsmanship in ancient Egypt.
- Know the importance of Ramesses II & why he is remembered.
- Can understand the legacy of the ancient Egyptian civilisation & its influence on life today.

- Can they describe how their own lives have been influenced by a significant individual or movement?