



	EYFS	Y1 / 2	Y3 / 4	Y5 / 6
To investigate and interpret the past	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Ask a question to find out about the past. • To know we can use books/photographs/internet to find out about the past. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate



<p>To build an overview of world history</p>	<ul style="list-style-type: none"> • Identify characters from stories, including figures from the past. • Develop an awareness of a significant historical event. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality and compare to the present day • Describe historical events e.g. The Great Fire of London • Describe significant people from the past e. g The Wright Brothers • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Compare some of the times studied with those within and of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
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<p>To understand chronology</p>	<ul style="list-style-type: none"> • To begin to understand about time passing. • Place stages of their own life on a timeline and talk about the changes. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a timeline. Label timelines with words or phrases such as past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (Using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events.
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<p>To communicate historically</p>	<ul style="list-style-type: none"> To understand the words associated with the passing of time, e.g. past, present, future, long ago, many years before 	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <ul style="list-style-type: none"> Show an understanding of the concept of nation and a nation's history. Show a simple understanding of concepts such as monarchy and war and peace. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology legacy Use literacy, numeracy and computing skills to a good standard to communicate information about the past. 	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> dates time period era chronology continuity change century decade <ul style="list-style-type: none"> Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past. Use original ways to present information and ideas
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