



Early Learning Goal

EYFS	Talk about the lives of people around them and their roles in society.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand the past through settings, characters and events encountered in books read in class and storytelling.
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	Chronological Understanding	Historical Enquiry	Historical Interpretation	Knowledge and Understanding of Events, People and Changes	Vocabulary and Communication
Year 1	Use the language 'old, new, before, after and a long time ago' sequence events in their own lives (up to 2 events) in time order.	Begin to ask simple questions about the past using object, pictures and stories as prompts for questions as well as answers	Begin to recount some details from the past using sources to support them.	Begin to identify some of the ways in which daily life has changed and stayed the same using simple sources like photographs and stories.	Demonstrate an understanding through, speaking, play and drawings. Begin to provide basic written responses.
Year 2	Sequence events including beyond their own experience. Use terms such as long ago, then and now. Begin to understand a simple timeline.	Ask what, when and why questions about the past. Uses pictures, stories and objects to base questions and answers.	Begin to understand why people did things in the past and how that affects people now. Begin to recognise that stories can be different.	Recount a main event from a significant event in History. Gain isolated facts to begin to connect their understanding.	Use historical words such as past, present, before and after when demonstrating an understanding through drawings, writing and speaking.
Year 3	Place historical events on a timeline. Understand BCE/CE/BC/AD. Use terms such as century, decade, chronology, and era to help me understand how a period of history fits into the past.	I can ask and answer historical questions (including how questions) about the past, use different sources (like books, online resources, buildings and museum objects) to find information, and give reasons for my ideas.	Identify different accounts and give simple reasons for difference (across 2 sources).	Begin to recognise similarity and difference and begin to make connections between cause and effect. I can describe the impact of an important event and how it has contributed to change overtime.	Use dates and terms with increasing accuracy. Demonstrate understanding and present findings through drawings, speaking and writing and ICT.
Year 4	Use timelines to show periods and durations of events.	Begin to evaluate effectiveness of sources and become confident recognising the appropriate sources of evidence to help answer higher level questions. (Sources include documents, printed sources, the internet, databases, pictures and photos, music, artefacts, historic buildings and visits)	Give simple reasons why there may be different accounts of history.	Is able to describe features of past societies and periods. Give reasons why changes over historical periods have affected life today. Changes include (houses, culture, leisure, clothing, buildings, beliefs and attitudes)	Discusses the most effective way to present information taking into consideration the audience. Uses dates and terms correctly. Uses subject specific vocabulary more confidently.
Year 5	Demonstrate an understanding of British history. Plot periods and duration of events with growing confidence. Sequences historical periods with growing confidence.	Chooses reliable sources of evidence to answer questions (sources include documents, printed sources, the internet, databases, pictures and photos, music, artefacts, historic buildings and visits). Asks a range of questions about the past. Realises that there is not a single answer to historical questions.	Give clear reasons why there may be different accounts of history. Begin to explain how and why they exist.	Gives causes and consequences of the main events, situations and changes in periods studied. Can discuss the impact and cause of historical change in Britain. Identify some social, cultural, religious and ethnical differences in societies studied.	Chooses the most effective way to present information to the audience. Uses words and phrases such as century, decade, BC, AD, after, during, er, period when describing and discussing events.
Year 6	Sequence key events in British/ world history with accurate timeframes.	Identifies and uses different sources of information and artefacts. Forms their own questions and opinions when weighing up the reliability and usefulness of sources.	Understand that the past has been represented in different ways and give accurate and plausible reasons why. Begin to understand bias, purpose, misinformation etc.	Discusses the impact and causes of historical changes in Britain. Gives reasons for changes backed up with evidence. Describes how some changes affect life today.	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information taking into consideration its appropriateness. Makes accurate use of dates and times.

