

# HISTORY EYFS and Key Stage 1

	CHRONOLOGICAL KNOWLEDGE	EVIDENTIAL ENQUIRY	INTERPRETATION OF HISTORY
RECEPTION	<ul style="list-style-type: none"> <li>• Talk about past and present events in my own life and lives of family members.</li> <li>• Sequence photographs in time order.</li> <li>• Use simple words to talk about the passing of time such as yesterday, last week, at the weekend, this morning and last night.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer 'how' and 'why' questions about their experiences and in response to events.</li> <li>• Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</li> </ul>	<ul style="list-style-type: none"> <li>• To look closely at similarities and differences, patterns and change between life in the past and now.</li> <li>• Talk about some of the things they have observed, question why things happen and give explanations.</li> <li>• Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain?</li> </ul>
YEAR 1	<ul style="list-style-type: none"> <li>• Identifies similarities and differences between periods.</li> <li>• Remembers parts of stories and memories about the past.</li> <li>• Uses words to show the passing of time: old, new, oldest, newest, before, after, past, present.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to simple questions about the past.</li> <li>• Observes and handles evidence to ask simple questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to identify and recount historic details from the past from sources e.g. pictures/stories</li> </ul>
YEAR 2	<ul style="list-style-type: none"> <li>• Sequences people and events on a family tree and on a timeline.</li> <li>• Orders dates from earliest to latest on simple timelines.</li> <li>• Sequences pictures from different periods.</li> <li>• Describes memories and changes that have happened in their own lives.</li> <li>• Uses words and phrases to show the passing of time such as: old, new, oldest, newest, before, after, past, present, <b>earliest, latest, future, century. (Words added in addition to the Year 1 list)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Looks carefully at pictures and objects to find information.</li> <li>• Finds answers and responds to simple questions about the past.</li> <li>• Chooses and selects evidence and says how it can be used to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Recounts historic details from eye-witness accounts, photos and artefacts</li> </ul>

# HISTORY Lower Key Stage 2

	CHRONOLOGICAL KNOWLEDGE	HISTORICAL ENQUIRY	INTERPRETATION OF HISTORY
YEAR 3	<ul style="list-style-type: none"> <li>Sequences events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time;</li> <li>Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of sources to collect information about the past.</li> <li>Suggests sources of evidence from a selection to help answer questions and says how it can be used to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Starts to compare two versions of a past event;</li> <li>Observes and uses pictures, photographs and artefacts to find out about the past;</li> <li>Starts to use stories or accounts to distinguish between fact and fiction;</li> <li>Explains that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>
YEAR 4	<ul style="list-style-type: none"> <li>Sequences several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart and knows how to use the timeline in relation to the unit being studied.</li> <li>Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>Uses words and phrases: century, decade.</li> </ul>	<ul style="list-style-type: none"> <li>Knows the difference between primary and secondary sources of evidence.</li> <li>Uses a range of sources to collect information about the past.</li> <li>Constructs informed responses about one aspect of life</li> </ul>	<ul style="list-style-type: none"> <li>Looks at more than two versions of the same event or story in history and identifies differences;</li> <li>Investigates different accounts of historical events and is able to explain some of the reasons why the accounts may be different.</li> </ul>

# HISTORY Upper Key Stage 2

	CHRONOLOGICAL KNOWLEDGE	HISTORICAL ENQUIRY	INTERPRETATION OF HISTORY
YEAR 5	<ul style="list-style-type: none"> <li>Orders an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>Accurately uses dates and terms to describe historical events;</li> <li>Knows and can describe in some detail the main changes to an aspect in a period of history being studied;</li> <li>Knows how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises when they are using primary and secondary sources of information to investigate the past;</li> <li>Uses a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> </ul>	<ul style="list-style-type: none"> <li>Finds and analyses a wide range of evidence about the past;</li> <li>Uses a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>Considers different ways of checking the accuracy of interpretations of the past;</li> <li>Realises that there is often not a single answer to historical questions.</li> </ul>
YEAR 6	<ul style="list-style-type: none"> <li>Orders an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>Uses timelines to place events, periods and cultural movements from around the world.</li> <li>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> <li>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>Names date of any significant event studied from past and place it correctly on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Selects relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>Investigates their own lines of enquiry by posing historically valid questions to answer.</li> </ul>	<ul style="list-style-type: none"> <li>Finds and analyses a wide range of evidence about the past;</li> <li>Uses a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>Considers different ways of checking the accuracy of interpretations of the past;</li> <li>Starts to know the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>Shows an awareness of the concept of propaganda;</li> <li>Knows that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>Begins to evaluate the usefulness of different sources.</li> <li>Forms own opinions about historical events from a range of sources.</li> </ul>