

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things. 	<p>Chronology Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between past and present. Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Events, People and Changes</p> <ul style="list-style-type: none"> To tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to parts of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Use sources to answer simple questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. To begin to understand the reasons why people in the past 	<p>Chronology Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between past and present. Identifying some similarities and differences between their own present and aspects of the past. Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between present and past in their own and other people’s lives. Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Events, People and Changes To tell the difference between past and present in their own and other people’s lives by:</p> <ul style="list-style-type: none"> Using and making simple comparisons to parts of stories and features of events Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Recount simple stories accurately and suggest why people and events were important. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Use sources to answer simple questions about the past. 	<p>Chronology Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> making <i>some</i> links between and across periods, such as the differences between clothes, and buildings. identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time by placing selected maps into chronological order. <p>Events, People and Changes Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> understanding some significant aspects of history - expansion and changes in their local area. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist’s pictures, museum displays, written sources). Understand how our knowledge of the past is 	<p>Chronology Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or medicine. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. <p>Events, People and Changes Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding some significant aspects of history including the nature civilisations <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. 	<p>Chronology Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a chronological framework In an in depth study use appropriate vocabulary when describing the passing of time and historical concepts. Analyse connections, trends and contrasts over the period. <p>Events, People and Changes Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social history. Establish a narrative showing connections and trends within and across periods of study by making connections between other history units they have already studied. Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where people settled and how they integrated into the indigenous populace. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Understand methods of historical enquiry, how evidence is used to make historical claims and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will 	<p>Chronology Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> Sequence events and periods through the use of appropriate terms relating to the passing of time Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>e.g., primary source, secondary source, reliability...</i>). Analyse connections, trends and contrasts over time <p>Events, People and Changes Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on military, political and social history. Establish a narrative showing connections and trends within and across periods of study. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes Present a clear narrative within and across periods that notes connections, contrasts and trends over time. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.

<p>Rowan Class</p>		<p>acted as they did from a range of sources</p> <p>Communication</p> <ul style="list-style-type: none"> To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts. 		<ul style="list-style-type: none"> Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. Identify some of the basic ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories). <p>Communication</p> <ul style="list-style-type: none"> To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts 		<p>constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this</p> <p>Communication</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like settlement, Ordnance Survey map (and date, log book, marriage certificate, census) and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. 		<ul style="list-style-type: none"> Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist. <p>Communication</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms and vocabulary linked to chronology. Produce structured work that makes some connections; draws some contrasts; frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. 		<p>begin to use information as evidence to test hypotheses.</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?) <p>Communication</p> <ul style="list-style-type: none"> Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. 		<ul style="list-style-type: none"> Begin to recognise why some events, people and changes might be judged as more historically significant than others. <p>Communication</p> <ul style="list-style-type: none"> Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. 	
		<p>Working Towards</p>	<p>Greater Depth</p>	<p>Working Towards</p>	<p>Greater Depth</p>	<p>Working Towards</p>	<p>Greater Depth</p>	<p>Working Towards</p>	<p>Greater Depth</p>	<p>Working Towards</p>	<p>Greater Depth</p>	<p>Working Towards</p>	<p>Greater Depth</p>
<p>Willow Class Significant Event-The Great Fire of London Significant Person-The Queen Changes within Living Memory-Toys- Old and New</p> <p>Hazel Class Historical Events in Own Locality-Schools-Now and in the Past Significant Person-Lucy Cheeseman Beyond Living Memory-Castles</p>		<p>Beech Class Significant Event Nationally-The Titanic Significant Person-Neil Armstrong Seaside-Now and in the Past</p>		<p>Pine Class Local History-Preston Mills The Roman Empire Ancient Greece</p>		<p>Elder Class The Tudors & Henry VIII Ancient Egypt and the Nile Changes in Britain from the Stone Age to the Iron Age</p>		<p>Cherry Class World War 1 and 2 Incas</p>		<p>Oak Class Anglo-Saxons, Vikings and Scots British History in relation to leisure and entertainment</p>			