



	EYFS (understanding of the world)	Years 1 and 2	Years 3 and 4	Years 5 and 6
Historical enquiry	<ul style="list-style-type: none"> know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> identify different ways in which the past is represented explore events, look at pictures and ask questions about the past look at objects from the past, ask questions and try to answer use a wide range of information to answer questions 	<ul style="list-style-type: none"> use documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past ask questions and find answers about the past 	<ul style="list-style-type: none"> use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions investigate own lines of enquiry by posing questions to answer

<p>Historical interpretation</p>	<ul style="list-style-type: none"> understand the past through settings, characters and events encountered in books read in class and storytelling (ELG) 	<ul style="list-style-type: none"> look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past 	<ul style="list-style-type: none"> explore the idea that there are different accounts of history look at different versions of the same event in history and identify differences know that people in the past represent events or ideas in a way that persuades others 	<ul style="list-style-type: none"> understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history give reasons why there may be different accounts of history evaluate evidence to choose the most reliable forms know that people in the past have a point of view and that this can affect interpretation give clear reasons why there may be different accounts of history, linking this to factual understanding of the past
<p>Knowledge and understanding of events, people and changes in the past</p>	<ul style="list-style-type: none"> recall some facts about people/events within living memory (e.g. where their parents grew up, what toys their grandparents played with) 	<ul style="list-style-type: none"> recall some facts about people/events before living memory say why people may have acted the way they did describe the differences between then and now look at evidence to give and explain reasons why people in the past may have acted in the way they did recount the main events from a significant event in history 	<ul style="list-style-type: none"> use evidence to describe the culture and leisure activities from the past use evidence to show how the lives of rich and poor people from the past differed use evidence to describe the clothes, way of life and actions of people in the past use evidence to describe buildings and their uses of people from the past Use evidence to describe what was important to people from the past describe similarities and differences between people, events and artefacts studied 	<ul style="list-style-type: none"> choose reliable sources of information to find out about the past give reasons why changes may have occurred, backed up by evidence describe similarities and differences between some people, events and artefacts studied describe how some of the things studied from the past affect/influence life today make links between some of the features of past societies (e.g. religion, houses, society, technology)

			<ul style="list-style-type: none"> describe how some of the things studied from the past affect/influence life today 	
Chronological understanding	<ul style="list-style-type: none"> understand the difference between things that happened then and now describe, in simple terms, things that happened to themselves and other people in the past 	<ul style="list-style-type: none"> understand the difference between things that happened in the past and the present describe things that happened to themselves and other people in the past understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me use a timeline to place important events use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young understand and use the words past and present when telling others about an event recount changes in my own life over time 	<ul style="list-style-type: none"> understand that a timeline can be divided into BC/BCE (Before Christ/Before Common Era) and AD/CE (Anno Domini/Common Era) use a timeline to place historical events in chronological order describe dates of and order significant events from the period studied describe the main changes in a period in history 	<ul style="list-style-type: none"> understand that a timeline can be divided into BC (Before Christ), as well as BCE (Before Common Era), and AD (Anno Domini), as well as CE (Common Era) order significant events, movements and dates on a timeline identify, describe and compare changes within and across different periods understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.