

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Talk about some things that can be observed and question why. Starting to ask simple questions about people or	Year 1 Observe or handle evidence and find answers to questions about the past. Ask questions about the past.	Observe and handle evidence to ask questions and find answers about the past. Ask questions about the past, such as: what was	Begin to use evidence to ask questions and find out answers about the past. Begin to suggest suitable sources of evidence for	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical	Begin to use sources of evidence to draw conclusions on information about the past. Begin to select suitable sources of evidence, giving	Use sources of evidence securely to draw conclusions on information about the past. Select suitable sources of evidence, giving
To investigate	events from within living memory. Understanding that	Use artefacts,	like for people? What happened? How long ago was?	historical enquiries. Begin to use more	enquiries. Use more than one	reasons for these selections. Begin to use	reasons for these selections. Use sources of
To investigate and interpret the past	items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event.	pictures and stories to help find out about the past.	pictures, stories and online sources to find out about the past.	than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	source of evidence for historical enquiry in order to gain a more accurate understanding of history.	sources of information to form testable hypotheses about the past.	information to form testable hypotheses about the past.
		Identify some of the different ways the past has been represented.	Identify some of the different ways the past has been represented.	Begin to describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Analyse a wide range of evidence in order to justify claims about the past.	Seek out and analyse a wide range of evidence in order to justify claims about the past.



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				Begin to suggest	Suggest causes and	Begin to	Understand that
				causes and	consequences of	understand that	no single source of
				consequences of	some of the main	no single source of	evidence gives us
				some of the main	events and changes	evidence gives us	the answer to
				events and changes	in history.	the answer to	questions about
				in history.		questions about	the past.
						the past.	
				Begin to study	Show an awareness	Begin to show an	Show an
				different examples	of what	awareness of	awareness of
				of propaganda in	propaganda is and	propaganda and	propaganda and
				history.	examples from	how historians	how historians
					history.	must understand	must understand
						the social context	the social context
						of evidence	of evidence
						studied.	studied.
	Begin to talk about	Describe local	Describe historical	Begin to give a	Give a broad		
	famous historical	historical events.	events.	broad overview of	overview of life in		
	events.			life in Britain from	Britain from		
				ancient until	ancient until		
				medieval times.	medieval times.		
	Begin to talk about	Describe significant	Describe significant	Begin to compare	Compare some of	Begin to give a	Give a broad
	famous people	local people from	people from the	some of the times	the times studied	broad overview of	overview of life in
To build an	from the past.	the past.	past.	studied with those	with those of other	life in Britain from	Britain from the
overview of				of other areas of	areas of interest	the Iron Age to	Iron Age to 1066.
world history				interest around the	around the world.	1066.	
				world.			
		Begin to recognise	Recognise that	Begin to describe	Describe the social,	Begin to compare	Compare some of
		that there are	there are reasons	the social, ethnic,	ethnic, cultural or	some of the times	the times studied
		reasons why	why people in the	cultural or religious	religious diversity	studied with those	with those of the
		people in the past	past acted as they	diversity of past	of past society.	of the other areas	other areas of
		acted as they did.	did.	society.		of interest around	interest around
						the world.	the world.



				Begin to describe	Describe the	Begin to compare	Compare the
				the characteristic	characteristic	the characteristic	characteristic
				features of the	features of the	features of the	features of the
				past, including	past, including	past, including	past, including
				ideas, beliefs,	ideas, beliefs,	ideas, beliefs,	ideas, beliefs,
				attitudes and	attitudes and	attitudes and	attitudes and
				experiences of	experiences of	experiences of	experiences of
				men, women and	men, women and	men, women and	men, women and
				children.	children.	children, with	children, with
						other time periods	other time periods
						and areas of	and areas of
						interest around	interest around
						the world.	the world.
				Begin to describe	Describe changes	Begin to identify	Identify continuity
				changes that have	that have	continuity and	and change in the
				happened in the	happened in the	change in the	history of the
				locality of the	locality of the	history of the	locality of the
				school throughout	school throughout	locality of the	school.
				history.	history.	school.	
	Talk about how old	Place events and	Place events and	Place events,	Place events,	Begin to describe	Describe the main
	some historical	artefacts in order	artefacts in order	artefacts and	artefacts and	the main changes	changes in a
	artefacts may be.	on a timeline. Talk	on a timeline;	historical figures	historical figures	in a period of	period of history,
	Talk about old	about key events	sequence	from the time	from period studies	history, using	using terms such
	photographs from	from own lives in	photographs, etc.	studied on a	on a timeline using	terms such as:	as: social, religious,
To understand	their lives.	chronological	from different time	timeline using	terms related to	social, religious,	political,
chronology		order.	periods of their life	dates relating to	the period and	political,	technological and
			and describe	the passage of	begin to date	technological and	cultural.
			memories of key	time, beginning to	events and	cultural.	
			events in their	use the terms BC	understand more		
			lives.	and AD.	complex terms, e.g.		
					BC and AD.		



	Talk about items	Begin to label	Label timelines	Begin to	Understand the	Begin to	Understand the
	and photographs	timelines with	with words such as	understand the	concept of change	understand the	concepts of
	using words such	words such as past,	past, present, older	concept of change	over time,	concepts of	continuity and
	as older and	present, older and	and newer.	over time,	representing this	continuity and	change over time,
	newer.	newer.	and newer.	representing this	along with evidence	change over time,	representing them,
	newer.	newer.			on a timeline.	representing them,	along with
				along with evidence	on a timeline.		_
				on a timeline.		along with	evidence, on a
						evidence, on a	timeline.
						timeline.	
	Talk about things	Recount changes	Use dates where	Begin to use dates	Use dates and	Use dates and	Use dates and
	that have	that have occurred	appropriate.	and terms to	terms to describe	terms to describe	terms accurately
	happened in the	in their own lives.		describe events.	events.	events.	when describing
	past in their own						events.
	lives.						
							Identify periods of
							rapid change in
							history and
							contrast them with
							times of relatively
							little change.
	Talk about things	Use words and	Use words and	Begin to use	Confidently use	Begin to use	Use appropriate
	that happened	phrases such as: a	phrases such as: a	appropriate	appropriate	appropriate	historical
	yesterday, at the	long time ago,	long time ago,	historical	historical	historical	vocabulary to
	weekend, last	when my parents/	recently, when my	vocabulary to	vocabulary to	vocabulary to	communicate,
То	week, etc.	carers were	parents/ carers	communicate,	communicate,	communicate,	including: dates,
communicate	WCCK, Ctc.	children, to	were children,	including: dates,	including: dates,	including: dates,	time period, era,
historically		describe the	years, decades and	time period,	time period,	time period, era,	change,
instorically		passing of time.	centuries, to	change,	change,	change,	chronology,
		hassing or time.	describe the	chronology.	chronology.	chronology,	continuity,
				Cilionology.	Cilionology.		• •
			passing of time.			century, decade.	century, decade,
							legacy.



	Show an understanding of a nation and a nation's history.	Use literacy, numeracy and computing skills to communicate information about the past.	Use literacy, numeracy and computing skills to a good standard to communicate information about the past.	Use a range of literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past.	Select appropriate methods of literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
	Begin to show an understanding of concepts such as monarchy, parliament and democracy.	Begin to show an understanding of concepts such as civilisation, monarchy, parliament and democracy, and war and peace.	Show an understanding of concepts such as civilisation, monarchy, parliament and democracy, and war and peace.	Begin to use original ways to present historical information and ideas.	Use original ways to present historical information and ideas.