





		By the end of EYFS		By the end of KS1	
					
Chronology and Causation	I can begin to make sense of my own life-story and family's history.	I can comment on images of familiar situations in the past.	To appreciate the difference between long ago and very long ago	Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past	
		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Past & Present ELG * End of EYFS Assessment Point.	Create a simple timeline to capture recent events	Begin to appreciate the difference between long ago and very long ago	
		Understand the past through settings, characters and events encountered in books read in class and storytelling. Past & Present ELG * End of EYFS Assessment Point	Remember parts of stories they have read or have had read to them which involve memories about the past	Know where the people and events studied fit into a basic timeline	
			Recognise that familiar objects we have today would have been different in the past, i.e., telephone	Able to point out a few similarities and differences between ways of life at different times	
			Create a simple timeline to capture recent events	Able to order a few events and artefacts from the recent past	
			Begin to appreciate what a timeline is by looking at a time line over the past 10 years	Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time	
			Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after		







History Progression Documents



			Know that the toys their parents and grandparents played with were different to their own	
			Organise a number of artefacts by age	
			Know what a number of older objects were used for	

		By the end of EYFS		By the end of KS1	
					
Interpretation and Significance	I can begin to make sense of my own life-story and family's history.	I can comment on images of familiar situations in the past.	Begin to recognise that some of the events we talk about from the past are open to different interpretations according to who wrote about it.	Know about people in the past who have contributed to national and international achievements	
		I can compare and contrast characters from stories, including figures from the past.	Begin to identify and recount historic details from the past from sources e.g. pictures/stories	Recount historic details from eye-witness accounts, photos and artefacts	
		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Past & Present ELG * End of EYFS Assessment Point.	To identify similarities and differences between different times	To develop an awareness of the past and comment on how they found out	
		Understand the past through settings, characters and events encountered in books read in class and storytelling. Past & Present ELG * End of EYFS Assessment Point	To be able to talk about some people and events that they have studied and give reasons for their actions	Be aware of how we know about events from the past and potential for evidence to be interpreted differently	
			Consider the differences between 'long ago' and 'now'	To begin to reflect on the significance of what has been learnt from the past	
			Appreciate that stories past down through time are prone to exaggeration and some inaccuracy.	Start to recognise what is a reliable piece of information and what is not, e.g., photograph or word of mouth.	

		By the end of EYFS		By the end of KS1	
					
Historical Enquiry	I can begin to make sense of my own life-story and family's history.	I can comment on images of familiar situations in the past.	Respond to simple questions about the past	Look carefully at pictures and objects to find information.	
		I can compare and contrast characters from stories, including figures from the past.	Observe and handle artefacts and ask simple questions about the past	Find answers and respond to simple questions about the past.	
		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Past & Present ELG * End of EYFS Assessment Point.	Offer an opinion as to why something may have happened in the past and why they know	Choose and select evidence and say how it can be used to find out about the past	
		Understand the past through settings, characters and events encountered in books read in class and storytelling. Past & Present ELG * End of EYFS Assessment Point		Understand some ways we find out about the past	
				Recognise the importance of basing ideas on evidence	
				Develop the idea of presenting an idea and raising questions about the past	
<p>National Curriculum:</p> <ul style="list-style-type: none"> History should help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Changes within living memory - revealing aspects of change in national life Study events beyond living memory that are significant nationally or globally. The Great Fire of London and Victorians - Y2 					

		By the end of Lower Key Stage 2		By the end of Upper Key Stage 2	
					
Interpretation and Significance	Observe and use pictures, photographs and artefacts to find out about the past	Appreciate the difference between primary and secondary sources of evidence	Recognise when they are using primary and secondary sources of information to investigate the past	Use 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	
	Start to use stories or accounts to distinguish between fact and fiction	Use a range of sources to collect information about the past	Select relevant sections of information to address historically valid questions and construct detailed, informed responses	Investigate own lines of enquiry by posing historically valid questions to answer	
	Explain that there are different types of evidence and sources that can be used to help represent the past	Construct informed responses about one aspect of life	Use a wide range of different evidence to collect evidence about the past	To understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time	
	Investigate different accounts of historical events and explain some of the reasons why the accounts may be different		Able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context		



History Progression Documents



	To begin to talk about the impact of a past action on our lives today			
	To be able to talk about similarities and differences between different times in the past according to the periods of history studied			

		By the end of Lower Key Stage 2		By the end of Upper Key Stage 2	
		➔		➔	
Historical Enquiry	Use a variety of sources to collect information about the past	Recognise the impact that bias has on historical events	Show an awareness of the concept of propaganda and censorship	Find and analyse a wide range of evidence about the past	
	Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past	Know that historical recounts are prone to exaggeration	Consider a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past	Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past	
	Explain that there are different types of evidence and sources that can be used to help represent the past	Look at more than two versions of the same event or story in history and identify differences	Consider different ways of checking the accuracy of interpretations of the past;	Select different ways of checking the accuracy of interpretations of the past	
	Use a range of sources to collect information about the past	Investigate different accounts of historical events and explain some of the reasons why the accounts may be different	Realise that there is often not a single answer to historical questions	Start to know the difference between primary and secondary evidence and the impact of this on reliability	
	Construct informed responses about one aspect of life	Begin to talk about the impact of a past action on our lives today	See the relationship between different periods and the legacy or impacts for people today	Show an awareness of the concept of propaganda	
	Talk about similarities and differences between different times in the past according to the periods of history studied		Know that people in the past represent events or ideas in a way that may be to persuade others		



History Progression Documents



				Begin to evaluate the usefulness of different sources
				Form own opinions about historical events from a range of sources

National Curriculum:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

- they should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- they should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- they should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- they should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – *an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China*
- Ancient Greece – *a study of Greek life and achievements and their influence on the western world*
- A non-European society that provides contrasts with British history – *one study chosen from: early Islamic civilization, including a study of Baghdad c.AD900; Mayan civilization c. AD900; Benin (West Africa) c. AD 900-1300*