

Aspects	KS1		Lower KS2			Upper KS2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Knowledge and Understanding</b>	Talk about the lives of the people around them and their roles in society; Understand the past through settings, characters and events encountered in books read in class and storytelling.	<b>PoS 1.2 1.3.</b> To use stories to talk about things that have happened in the past.	<b>PoS 1.3</b> Recount the main events from a significant event in History. To recognise how the achievements of famous people have influenced our lives. To recognise why people did things, why events happened and what happened as a result.	<b>PoS 2.8</b> To identify what life was like in the past – how people lived (during the history studied). To identify what events happened and understand what happened as a result.	<b>PoS 2.9</b> To identify key features and events (during history studied) and offer reasonable explanations for some events. To begin to give reasons for the main events and changes for the periods studied.	<b>PoS 2.6 2.7</b> To examine causes and results of great events and the influence these have had on life today. To give reasons for the main events and changes for the periods studied.	<b>PoS 2.6</b> To use knowledge to describe the individual and special features of past societies and times. To give reasons why changes have occurred using historical knowledge and evidence.
<b>Local history</b>		<b>PoS 1.4</b> Describe in simple terms, the importance of a local place or landmark.	<b>PoS 1.4</b> Describe how people, places and events in their own locality have changed over time.	Describe how national changes affected their locality.	Use a range of local history resources to describe how an event/historical period (e.g. Viking invasion) affected a local town or village.		Describe the impact of international events (e.g. war) on the local area.
<b>Similarities and differences</b>	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	<b>PoS 1.2</b> Begin to describe similarities and differences between historical artefacts and pictures.	<b>PoS 1.1</b> Describe how their own life is different from past generations of their own family. Describe what has changed as the result of an event or an individual (such as Emiline Pankhurst).	Describe how their own lives are similar or different to people living in the distant past times.	Compare two periods of history, identifying similarities and differences between them.	<b>PoS 2.6</b> Make connections between two periods of history, to begin to develop historical perspective.	<b>PoS 2.6</b> Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective.
<b>Vocabulary</b>	Start to use vocabulary to describe the past e.g. long ago	<b>PoS 1.1 1.2</b> Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after).	Use further terms associated with the past (e.g. year, decade and century).	<b>PoS 2.5 2.8</b> Use appropriate historical vocabulary to describe key features of a time period.	Begin to use abstract term (e.g. empire, civilisation, parliament, peasantry and heptarchy).	Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international).	Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and social).
<b>Chronological Understanding</b>	Order objects old/new.	<b>PoS 1.1</b> Begin to order artefacts and pictures from significantly different time periods.	<b>PoS 1.1</b> Order events in a period of history studied and begin to recall the dates of important festivals or celebrations.	<b>PoS 2.1 2,8</b> Show developing understanding of chronology by beginning to realise that the past can be divided	<b>PoS 2.4</b> Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.	<b>PoS 2.6 2.7</b> Independently place historical events or change on a timeline, remembering key facts	<b>PoS 2.6</b> Create, from memory a timeline from dates/details/eras, showing knowledge of how to check for accuracy.

				into different periods of time.		from a period of history studied.	
<b>Historical enquiry</b>		Use simple source material (e.g. photographs) to answer questions about an event beyond living memory. <b>PoS 1.2</b> Ask and respond to simple questions about the past, using sources of information.	Build a 'bigger picture' of a historical period, using a range of source material. Ask and answer questions about a range of historical sources.	<b>PoS 2.1 2.2 2.5 2.8</b> Choose the most important source material for a task, showing awareness of a range of sources. <b>PoS 2.1 2.5</b> Suggest useful research questions.	<b>PoS 2.3 2.4 2.6</b> Use a range of source materials to answer questions about the past which go beyond simple observations. <b>PoS 2.4 2.6</b> Ask and answer more complex questions through independent research	<b>PoS 2.7</b> Describe how different types of evidence tell us different things about the past (e.g. royal portraits versus descriptions) and understand why contrasting arguments and interpretations occur. <b>PoS 2.7</b> Follow independent lines of enquiry and make informed responses based on this.	<b>PoS 2.6</b> Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history. Independently investigate a complete historical research question.
<b>Continuity and change</b>		<b>PoS 1.1</b> Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.	<b>PoS 1.1 1.4</b> Describe changes in the local area during their own lifetime and that of their parents and grandparents.	<b>Pos 2.1</b> Describe some of the main changes in Britain, resulting from and event (e.g. invasion or war).	<b>PoS 2.4</b> Explain the impact of a significant historical figure on life in Britain e.g. Edward the Confessor.	<b>PoS 2.6</b> Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.	Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.
<b>Cause and consequence</b>		<b>PoS 1.3</b> Describe in simple terms, why a significant individual acted the way they did.	<b>PoS 1.3</b> Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.	<b>PoS 2.1</b> Express an opinion on whether a person or event had a positive or negative impact on life in Britain.	Explain that an event can have more than one cause.	<b>PoS 2.6 2.7</b> Explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne).	<b>PoS 2.6</b> Describe the negative or positive impact of a period of history on contemporary society.
<b>Organisation and Communication</b>	Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, sound or video	<b>PoS 1.1</b> Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past, including role-play. Talk, draw or write about aspects of the past.	<b>PoS 1.1 1.2</b> Use a wide vocabulary of everyday historical terms to describe objects, people or events in history. Speak about how he/she has found out about the past e.g. through role-play. Record what he/she has learned by drawing and writing, including using ICT.	<b>PoS 2.1 2.2 2.8</b> Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	<b>PoS 2.3 2.6 2.9</b> Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	<b>PoS 2.6 2.7</b> Provide an account of a historical event based on more than one source. Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-	<b>PoS 2.6 2.9</b> Provide an account of a historical event based on more than one source. Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-

	recording, drawing and writing					play, and storytelling and using ICT.	play, and storytelling and using ICT.
--	--------------------------------	--	--	--	--	---------------------------------------	---------------------------------------