

History EYFS	Historical enquiry (Asking and answering questions)	Historical interpretation (understanding different views)	Chronology (understanding of time)	Organisation and communication (showing understanding through written/oral means)	Characteristic features of periods and societies: ideas, beliefs, attitudes and experiences	Identify and describe reasons for and results of historical events, situations and changes
EYFS expectations:	Children at the expected level of development will: -Talk about the lives of people around them and their roles in society -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class -Understand the past through settings, characters and events encountered in books read in class and storytelling.					
Willow	Can talk about some of the things they have observed.	Read different versions of the same (traditional) stories.	Remember and talk about significant events in their own experiences.	Begins to use more complex sentences to link thoughts. Talks about why things happen and how things work.	Know about similarities and differences between themselves and others.	Know and recount episodes from their own past.
Holly Reception	Talk about some of the things they have observed, question why things happen and give explanations.	Use stories to encourage children to distinguish between fact and fiction.	Sequence photographs from different parts of their life. Match objects to people of different ages.	Answer 'how' and 'why' questions about their experiences and in response to events. Develop their own explanations by connecting ideas and events	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Know and recount episodes from their own and others' past, saying why it happened.
Vocabulary						

Subject History	Historical enquiry	Historical interpretation	Chronology (understanding of time)	Organisation and communication	Characteristic features of periods and societies:	Identify and describe reasons for and results of historical events, situations and changes
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	(Asking and answering questions)	(understanding different views)		(showing understanding through written/oral means)	ideas, beliefs, attitudes and experiences	
KS1 National Curriculum statement	Pupils should be taught: -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] -significant historical events, people and places in their own locality.					
Y1	<p>Can find an answer to a question by looking at a simple picture,</p> <p>Can say whether a picture is of a baby or a toddler and explain why.</p> <p>Can point to familiar images in pictures of themselves and their own family.</p> <p>Can describe the main features of an artefact.</p> <p>Can explain how we know what we were like when we were younger, eg: <i>photographs, video, parents or</i></p>	<p>Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories.</p> <p>Begin to understand that we have different views of familiar events, eg: first day at school. We cannot always remember what happened in the past.</p> <p>Can see that there are several versions of a nursery rhyme by comparing pictures,</p> <p>Can see that there are different versions of real</p>	<p>Can describe differences between him or herself as a baby and as he or she is now.</p> <p>Can Sequences images of themselves as baby, toddler and infant.</p> <p>Can sort pictures and objects, matching them to babies, children and adults.</p> <p>Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales).</p>	<p>Can talk about pictures of themselves using appropriate vocabulary, eg: <i>'when I was a baby</i></p> <p>Can write simple sentences to describe an event or an artefacts, e.g. <i>Grace Darling's rescue or an old teddy.</i></p> <p>Can orally retell the main episodes of famous past events in the correct sequence.</p> <p>Label and annotate a picture of a historic scene</p> <p>Make increasing use of period specific vocabulary</p>	<p>Can see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc.</p> <p>Year 1 the main concept is then and now.</p> <p>Should spot significant differences, eg: <i>what classrooms and lessons were like in the past;</i></p> <p>Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs.</p> <p>Can describe how features of life today, such as modern</p>	<p>Can explain why one character in a simple story took the action he or she did. Children should be able to offer a valid reason possibly using the word 'because'.</p> <p>Can explain why they took the action they did when discussing 'myself'</p> <p>Can give a simple reason why a real person acted as they did in a historical situation, e.g. <i>why Grace Darling acted as she did in rescuing the crew of the Forfarshire. HAB children will be able to give more than one reason if the context is simple enough, e.g. 'the Great Fire spread because the houses were made of wood and because they were close together'.</i></p>

	<p><i>grandparents telling stories.</i></p> <p>Can make deductions about artefacts, spotting clues to function and use and can talk about.</p>	<p>historical situations, eg: different written, spoken and pictorial versions of Grace Darling's rescue.</p>	<p>Uses simple timelines to sequence processes, events and objects within their own experience,</p> <p>More confident in use of terms 'old' and 'new'.</p>		<p>holidays, differ from those of Victorian times</p>	<p>Can give simple consequences of somebody's actions, e.g. <i>'because of the things Florence Nightingale did, soldiers got better and hospitals were cleaner'.</i></p>
Y2	<p>Can consult and use information from two simple sources to find information, eg: 'how can we tell this teddy is old? Because it looks like the one in the book'.</p> <p>Can find answers to questions about objects by looking in books.</p> <p>Can realise that we can find out about a person's life by using a range of sources, such as letters, as well as books.</p> <p>Can ask simple, but relevant, questions</p>	<p>-Can spot differences between versions, e.g they see that pictures in books vary in how they depict detail. They can realise that there may be more than one way of looking at a significant historical person, e.g soldiers loved Florence Nightingale, whereas many of the nurses were critical of her.</p> <p>-Realises that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about</p>	<p>Can use terms 'then' and 'now' correctly and is comfortable with the term 'the past'.</p> <p>Can sequence within clock and to some extent in calendar time. E.g. when in the year Bonfire Night occurs.</p> <p>Can sequence parts of more complex story where action takes place over a long period of time, eg: realises that Florence's life can be divided into phases – before she went into nursing, when she was at</p>	<p>Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl</p> <p>Can explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas</p> <p>More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'.</p> <p>Make increasing use of subject-specific precise</p>	<p>The key concept of Year 2 is change. Whenever pupils study a theme, eg: schools, homes, seaside holidays, they should be comparing not just 'then' and 'now' but 'then' with another 'then' (this is the progression from Year 1), eg: <i>Victorian seaside scene with 1930s or 1950s scene and then today so that they see the similarities and differences.</i></p> <p>Can offer reasons why simple changes occur, eg: why holidays today might be considered more enjoyable than those 100 years ago and vice versa.</p>	<p>Can give clear explanation of an important event, offering two or three reasons why an event took place. The more-able pupils will look at more indirect reasons. The number of reasons given is less important than pupils explaining rather than simply listing</p> <p>Children's understanding of consequence may lag a little behind that of cause but still expect them to give two main effects of the an event, e.g. of Florence's actions (e.g. <i>'she helped the soldiers to get better, she improved hospitals (making them more hygienic) and she developed the nursing profession'</i>).</p> <p>More-able pupils certainly should be able to give a few consequences of</p>

<p>of the teacher in the role of, for example, Florence Nightingale or the Wright brothers.</p> <p>Can draw simple conclusions about their own lives and others around them by reference to clues in evidence, <i>Stem sentence – I know this is a..... because there is....</i></p> <p>Children are able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly.</p> <p>Children spot the differences between sources and come to a conclusion as to the most common view. HAB pupils make deductions from photographs, going beyond the literal and what can be seen</p>	<p>people escaping from the fire with a contemporary painting.</p> <p>-Understands that grandparents' recollections of their childhood seaside holidays might vary</p> <p>-Can see that not all written accounts in the library books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly.</p> <p>-Understand that people can disagree about what happened in the past without one of them being wrong.</p> <p>This is an important idea.</p> <p>Understands that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events e.g. the sinking of the Titanic.</p>	<p>the Crimea, the long period afterwards.</p> <p>Can start to use dates to describe events in time, eg: 1666 for the Great Fire of London.</p> <p>Can start to use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time).</p> <p>Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times.</p> <p>The more able can describe relative lengths of time e.g. when Florence was at Crimea</p>	<p>vocabulary, e.g. <i>timber framed buildings, thatch during the Great Fire.</i></p>	<p>Another major feature in Year 2 is the depth of period detail</p> <p>Can use precise historical terms</p> <p>Can also see that not everyone in the past had the same experience, eg: <i>when studying Victorian Christmas, children grasp that the poor had very little food to eat and very modest presents, whereas the rich had a very different experience.</i></p>	<p>events/people's actions, e.g. <i>giving a convincing explanation of 'why we remember Florence Nightingale'.</i></p>
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Vocabulary							

KS2	Historical enquiry (Asking and answering questions)	Historical interpretation (understanding different views)	Chronology (understanding of time)	Organisation and communication (showing understanding through written/oral means)	Change and continuity (Understanding of change over time)	Characteristic features of periods and societies: ideas, beliefs, attitudes and experiences	Identify and describe reasons for and results of historical events, situations and changes
<p>KS2 Geography National Curriculum pupils should be taught:</p> <p>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.</p> <ul style="list-style-type: none"> -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. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 							
Y3	<p>Can extract simple information from text/pictures/objects showing basic comprehension</p> <p>Can make simple deductions about what text means based on what is</p>	<p>Can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth.</p>	<p>Can confidently spot major anachronisms from most periods studied when compared with today;</p> <p>Can sequence events in simple</p>	<p>Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations;</p>	<p>See simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age;</p> <p>Progresses to recognise changes</p>	<p>Can understand some of the key characteristics of the period being studied and can spot anachronisms e.g. <i>They wouldn't have had these things in those days, such as</i></p>	<p>Can analyse the actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade;</p>

	<p>included e.g. <i>the teacher in the photograph of Victorian school is holding a cane, they must be strict.</i></p> <p>Can start combining information from more than one source e.g. <i>Compare video with oral evidence.</i></p>	<p>Can give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.</p>	<p>narrative and timeline e.g. Boudicca's revolt;</p> <p>Can use words which mark the passing of time - moving from simple 'before and after' to during or while e.g. when describing the process of mummification</p> <p>Start to use specific language such as BC/AD, century, decade</p>	<p>Answers contain some simple period-specific references;</p> <p>Writes in simple and accurate, sequenced, sentences when narrating what happened in the past (narrative rather than explanatory)</p>	<p>over shorter period e.g. between Old Stone Age and New Stone and Age and between the Bronze Age and the Iron Age;</p> <p>Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles;</p>	<p><i>tractors in Ancient Egypt. They are secure in understanding the main differences between today and the period being studied.</i></p> <p>Can show an understanding of the main ideas associated with that society e.g. <i>can explain why Egyptians mummified bodies. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same.</i></p>	<p>Can see that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people;</p> <p>Can explain general and impersonal causes; seeing that events happen because of other reasons than just human action. Sees Break with Rome as more than simply Henry wanting to re-marry;</p>
Y4	<p>Can start cross-referencing information to see if other sources agree, rather than taking everything on face value.</p> <p>Stem sentences – Source A agrees with Source B because.... Source C disagrees because....</p>	<p>Can see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction e.g. We have no pictures showing what Boudicca really looked like so</p>	<p>Can use specific language such as BC/AD, century, decade</p> <p>Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the</p>	<p>Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas;</p> <p>Begins to sustain an answer, providing some supporting evidence;</p>	<p>Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled ;</p> <p>Grasps that change can happen quite quickly and can be reversed e.g.</p>	<p>Can know that not everyone in the past lived in the same way. E.g. They can contrast life for rich and poor</p> <p>They know that there are different levels in society (hierarchy).</p>	<p>Can move from two causes to realising that you need to give several causes to explain some events; they moves away from simply listing causes to trying to give a little detail about each cause;</p>

	<p>Children see that some sources are more useful than others and can explain why.</p> <p>Stem sentence – This evidence is useful for.....However, it doesn't tell us.....</p>	<p>historians and artists work from written sources and come up with different views.</p> <p>Realise that history is continuously being rewritten; if we find more we have to rewrite the past depending on what new info we learn.</p>	<p>Kings close to where Howard Carter was in the 1920s;</p> <p>Can talk about the past in terms of periods e.g. Egyptian, Roman;</p> <p>Realises that Ancient means thousands of years ago;</p> <p>Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings;</p>	<p>Ideas are beginning to have some shape, though not yet structured in paragraphs;</p>	<p><i>struggle between the Saxons and Vikings;</i></p> <p>Some changes are much more significant than others;</p>	<p>Can understand that people in the past had a range of different ways of looking at their world and can explain ideas.</p>	<p>Realises that events usually happen for a combination of reasons, even though there is still some element of listing;</p> <p>Can start explain rather than list causes and consequences; May dwell on one cause at expense of others but it is real attempt to explain not just describe;</p>
Vocabulary							
Y5	<p>Can start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence.</p> <p>Stem sentences – This evidence tells us that.... We cannot tell for sure..... Most evidence suggests.</p>	<p>Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind.</p>	<p>Can use some key dates as important markers of events.</p> <p>Can use more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life;</p> <p>Can appreciate ideas of duration</p>	<p>Can use appropriate ways of communicating their understanding</p> <p>Answers are structured and provide supporting evidence for statements made</p> <p>Able to see two sides of a question and can offer arguments on both sides;</p>	<p>Some changes are called a revolution because of the scale and widespread nature;</p> <p>Some changes are relative slow others happen very rapidly e.g. population growth and balance of rural and urban population in Victorian times; Not all change is welcomed by</p>	<p>Can make links between different features of a society to make sense of the world lived in by people in the past.</p> <p>Can explain beliefs and attitudes in terms of why people might have had those ideas. Show real sense of period in an abstract way.</p>	<p>Starts to be able to explain an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;</p> <p>Can see that causes might be</p>

	<p>Can start to think of reasons why a source might be unreliable because of who created it</p> <p>Stem sentences – This is reliable because... This is unreliable because...</p>	<p>Can understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.</p>	<p>and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life;</p>	<p>Answers are relevant to the question set;</p>	<p>everyone e.g. <i>Victorian railways</i> . <i>There are winners and losers e.g. factory owners and to workers</i></p>		<p>connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why the Armada sailed linking religion and exploration;</p> <p>Can explain an event with reference to abstract ideas such as long and short-term or events building up;</p>
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Y6	<p>Can start to understand difference between primary and secondary evidence.</p> <p>Can consider the reliability of a source by reference to who made it, when and why (the providence). <i>For</i></p>	<p>Can understand that all history is to some extent interpretations and see why some people might write different versions of the same event; E.g .even when using the same evidence historians</p>	<p>Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz;</p>	<p>Widespread use of period specific detail to make the work more convincing and authentic;</p> <p>When appropriate sees the need to refer to dates and to see importance of lengths of time</p>	<p>Sees that some changes lead to others e.g. inventions in power affect transport factories etc</p> <p>Understands what is meant by a turning point e.g. <i>Battle of Britain in</i></p>	<p>Can understand that people's experiences varied depending on their status e.g. they understand that women's position in Greek society was very different in Athens and Sparta.</p>	<p>Starts to express explanation in term of relative importance backed up by reasoned argument</p> <p>Stem sentence: The main reason was... Also important...</p>

	<p><i>example can recognise propaganda.</i></p> <p>Stem sentence – This evidence is unreliable because... This evidence cannot be trusted because...</p> <p>Offers substantiated reasons why some sources might be treated cautiously e.g. <i>propaganda posters during World War Two.</i></p>	<p>can put a different gloss on events.</p> <p>Can grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.</p>	<p>Can successfully match simple iconic images to each of the periods studied;</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Can make links between three periods in history, comparing, spotting similarities differences e.g. Influence on ancient Rome on German Reich and influence of Greeks on Tudor theatre or on Victorian architecture</p>	<p>e.g. when describing causes;</p> <p>Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing;</p> <p>Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p>	<p><i>context of World War Two</i></p>	<p>Are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p>	<p>Some people think;</p> <p>Greater depth)</p> <p>By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.</p>
Vocabulary							