

<p>EYFS</p>	<p>30-50 Months Shows an interest in the lives of people who are familiar to them Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends</p> <p>My Story books – shared as a group and parents contribute. Starting point for discussions at the beginning of the year and carries on throughout the year. Constant interactions with pupil where the above topics are discussed e.g. holidays, birthdays, trips etc. Discussions about different traditions and customs e.g. Chinese New Year, Holi, Parents stay and play</p> <p>40-60 Months Enjoys joining in with family customs and routines Pupil encouraged to discuss events and customs that are special to them. ELG Pupil talk about past and present events in their own lives and in the lives of family members Pupil are encouraged to talk and write about events that have been special to them e.g. family holidays the birth of a brother or sister. Pupil learn and think about how they have developed from a baby and what they were like in the past. This helps an early understand of “the past” Exceeding ELG Pupil know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past This is usually explored as a topic where we look at houses throughout the ages.</p>				
<p>Year group</p>	<p>Chronological understanding</p>	<p>Historical enquiry</p>	<p>Historical interpretations</p>	<p>Organisation and communication</p>	<p>Understanding of events, people & changes</p>
<p>1</p>	<p>Place known events in chronological order</p> <p>Sequence events and recount changes within living memory</p> <p>Use common words and phrases relating to the passing of time.</p>	<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Describe some similarities and differences between artefacts.</p> <p>Sort artefacts from ‘then’ and ‘now’.</p> <p>Ask and answer relevant basic</p>	<p>Relate their own account of an event and understand that others may give a different version.</p>	<p>Talk or write about aspects of the past.</p>	<p>Understand key features of events.</p> <p>Identify some similarities and differences between ways of life in different periods.</p>

		questions about the past.			
2	<p>Show awareness of the past using common words and phrases relating to the passing of time.</p> <p>Describe where the people and events studied fit within a chronological framework.</p> <p>Identify similarities and differences in ways of life in different time periods.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Show understanding of some of the ways in which to find out and past the past.</p> <p>Identify difference ways in which information is represented.</p>	<p>Describe changes within living memory and aspects of change in national life.</p> <p>Describe events beyond living memory that are significantly nationally or globally.</p> <p>Describe significant historical events, people and places in their own locality.</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how they have found out about the past.</p> <p>Record what they have learnt by drawing or writing.</p>	<p>Discuss the lives of significant individuals from the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p>
3	<p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical enquiry</p>	<p>Recap skills previously learnt about historical enquiry.</p>			<p>Describe the achievements of early civilisations; Ancient Egypt</p> <p>Describe changes in Britain from Stone Age – Iron Age</p>
4	<p>Place historical periods in a chronological framework.</p> <p>Use historical terms related to a period of study.</p>	<p>Use sources of information in ways that go beyond simple observations to answer questions</p>	<p>Understand that historical sources can contradict each other.</p>	<p>Communicate their learning in an organised and structured way, using appropriate vocabulary.</p>	<p>Describe a study of an aspect or theme that extends their chronological knowledge; Victorians</p> <p>Describe the Roman Empire and its impact on Britain.</p>

		<p>about the past.</p> <p>Use a variety of sources to find out about various aspects of life in the past.</p>			
5	Use dates to order and place events on a timeline	<p>Compare sources of information available for the study of different times in the past.</p>	<p>Make comparisons between aspects of periods of history and the present day.</p> <p>Understand that the type of information available depends on a period of time studied.</p> <p>Evaluate the usefulness of a variety of sources.</p>	<p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Provide an account of historical event based</p>	<p>Describe a study of Ancient Greek life and its impact on the western world.</p> <p>Describe the Anglo-Saxon and Viking struggle for the kingdom of England.</p>
6	Recap chronological skills previously learnt	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involved thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed</p>			<p>Describe a study of an aspect or theme that extends their chronological knowledge; Tudors</p> <p>Describe a non-European society that provides contrast with British history: Mayan civilisation.</p>

		<p>from a range of sources.</p> <p>Make confident use of a variety of sources for independent research.</p>			
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