

Level Expected at the End of EYFS We have selected the Early Learning Goal that links most closely to the History National Curriculum.

Understanding the World (Past and Present)

Children at the expected level of development will: Talk about the lives of the 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.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should be taught about:</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; 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.

	Chronological Understanding	Knowledge and Understanding of events, people and changes in the past	Historical enquiry	Historical interpretation
	<ul style="list-style-type: none"> Using terminology Ordering and sequencing 	<ul style="list-style-type: none"> Continuity and change in and between periods Cause and consequence Similarity / Difference within a period/situation (diversity) Significance of events / people 	<ul style="list-style-type: none"> Identifying Describing Explaining Making links and comparisons 	<ul style="list-style-type: none"> Using terminology / Selecting Organising Communicating / deploying
Nursery	<p>Retell a simple past event in correct order (e.g. went downslide, hurt finger)</p> <ul style="list-style-type: none"> To begin to understand one-part instructions. To respond to simple instructions. To begin to retell a familiar story verbally. Say one number for each item in order: 1,2,3,4,5. Begin to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. To begin to understand the daily routine using now and next and visual timetables. To begin to learn the days of the week. To develop vocabulary related to time such as; morning, afternoon, evening, today, yesterday and tomorrow. Recite the days of the week in order. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' To begin to talk about significant events in their life. 	<p>Develop an understanding of growth, decay and changes over time</p> <ul style="list-style-type: none"> To begin to understand who, where and when questions. To begin to understand 'why' questions. To use a wider range of vocabulary that they have learnt throughout the year. To be aware of some similarities and differences between people. 	<p>Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world</p> <ul style="list-style-type: none"> To look at picture books. To become familiar with some traditional stories. To begin to answer "I wonder" prompts during discussions, knowing that their ideas may differ from what others say. To explore printed instructions and information. To bring in artefacts linked to significant events in their life and talk about what happened. E.g. Birthdays and Baptism. Talk about what they see, hear and feel using a growing vocabulary. 	<p>Talk about events in order,</p> <ul style="list-style-type: none"> Order stories To be able to talk about some characters and plots. Understand a question or instruction that has two parts. Start a conversation with an adult or a friend and continue it for many turns. To play in a small group of children sharing their own ideas. Engage in extended conversations about stories, learning new vocabulary. To continue to share news from home and recall things that have happened in the not too distant past. To use photographs of key events and special occasions to talk about their time in nursery. Continue developing positive attitudes about the differences between people. To use photographs of key events, people, and learning throughout the year as prompts to talk about things they know about people, cultures and communities. Begin to explore role play opportunities available to them. Respond to what they have heard, expressing their thoughts and feelings

R e c e p t i o n	<ul style="list-style-type: none"> • Talk about past and present events in my own life and in the lives of family members. • To retell a story using their own words. • To use talk to organise, sequence and clarify thinking, ideas, feelings and events. • To follow instructions of three steps or more. • To use pictures to tell stories. • To sequence familiar stories. • To recite numbers in order up to 30 and beyond. • To talk about experiences from Nursery, using vocabulary before, then, now. • To recognise the order of events in the school day when using the visual timetable. • To begin to make a timeline to plot the events during their time in Reception. • To talk about toys they received for Christmas and compare with toys that adults used to play with. • To continue to add photographs of key events and special occasions to build on the class timeline. • To use language associated with time: then, before, now, next, soon, when reflecting back on the timeline. • To use language associated with time: then, before, now, next, soon, when reflecting back on the timeline. 	<ul style="list-style-type: none"> • Make observations of animals and plants and explain why some things occur, and talk about changes. • To understand who, where and when questions. • To learn new vocabulary and use picture cue • cards to talk about an object • To begin to predict what may happen in the story. • To know about the past through settings, characters and events encountered in books read in class and storytelling. • To use different construction materials 	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change. • Make observations of animals and plants and explain why some things occur, and talk about changes. • To ask a variety of questions to find things out and clarify understanding. • To use new vocabulary in different contexts. • To engage in non-fiction books. • To share resources with their peers. • To know that information can be retrieved from books. • To identify similarities and differences between firefighters and nurses today and in the past when exploring photos. • To talk about changes made by different people from the past. (Little People Big Dreams series Rosa Parks.) • To know about figures from the past linked to Bonfire Night (Guy Fawkes and King James). • To know some similarities and differences between things in the past and now, linked to Christmas. • To know about figures from the past (Neil Armstrong and Tim Peake) • To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. 	<p>Talk about events in chronological order.</p> <ul style="list-style-type: none"> • Retell events. • Order stories and pictures through role play and drawing pictures • To answer 'why' questions linked to stories, non-fiction text and other areas of learning. • To work collaboratively as a group, responding to each other's ideas. • To act out stories. • To talk about how they have changed over time. Pupils will talk about how they have changed since they were a baby. Adults in the setting will bring in photos from when they were young, the pupils will guess who is who and discuss how they have changed. • To use the photographs of key events and special occasions to talk about their time in Reception.
Y e a r 1	<ul style="list-style-type: none"> • Sequence events relating to time • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages 	<ul style="list-style-type: none"> • Identify main cause/s for and effect/s of key events studied e.g. identify a cause of the GfL • Recognise the difference/similarity between past and present in their own and others' lives • They know and recount episodes from stories about the past • Suggest at least one reason why an event or person might be significant. E.g. explain why we remember Kitty Wilkinson. 	<ul style="list-style-type: none"> • sort artefacts "then" and "now" • use as wide a range of sources as possible • speaking and listening (links to literacy) • to ask and answer questions related to different sources and objects 	<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction T3 • Compare adults talking about the past – how reliable are their memories? T1 <p>Communicate their knowledge through:</p> <p>Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>
Y e a r 2	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. • from different periods • Describe memories of key events in lives 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times • Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. 	<ul style="list-style-type: none"> • use a source – why, what, who, how, where to ask questions and find answers • sequence a collection of artefacts • Use of timelines • discuss the effectiveness of sources 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories <p>Communicate their knowledge through:</p> <p>Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>

	<p>Key Stage One expectations:</p> <ul style="list-style-type: none"> • The child can briefly describe features of particular themes, events and people from family, local, national and global history. E.g. retell the story of the Great Fire of London. • The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. E.g. select a range of old and new toys to place on a timeline. • The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'. 	<p>Key Stage One expectations:</p> <ul style="list-style-type: none"> • The child can identify independently a range of similarities, differences and changes within a specific time period. E.g. recognise differences in toys from different decades. • The child can identify a few relevant causes and effects for some of the main events covered. E.g. identify several causes, motives and effects of the Great Fire of London. • The child can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. E.g. give reasons why they have chosen particular aspects of the life of a famous explorer. 	<p>Key Stage One expectations:</p> <ul style="list-style-type: none"> • The child can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful. • The child can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. E.g. choose several different sources to select information about the key features of the life of a local hero or heroine. 	
Y e a r 3	<ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions <p>Understand why people may have wanted to do something</p>	<ul style="list-style-type: none"> • use a range of sources to find out about a period • observe small details – artefacts, pictures • select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models.... Writing.. Using ICT...</p>
Y e a r 4	<ul style="list-style-type: none"> • Place events from period studied on a time line • Use terms related to the period and begin to date events • Understand more complex terms e.g. BCE/AD. 	<ul style="list-style-type: none"> • use evidence to reconstruct life in time studied • Identify key features and events • Look for links and effects in time studied • Offer a reasonable explanation for some events • Develop a broad understanding of ancient civilisations • Examine the evidence available • Begin to evaluate the usefulness of different sources 	<p>Use evidence to build up a picture of a past event</p> <ul style="list-style-type: none"> • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use a library, e-learning for research 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge <p>Communicate their knowledge through: select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups</p>

	<p>Lower Key Stage 2 expectations:</p> <ul style="list-style-type: none"> • The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. recall a number of details about a civilization and their achievements. • The child can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. E.g. Sequence many of the main features of the Bronze and Iron Ages. 	<p>Lower Key Stage 2 expectations:</p> <ul style="list-style-type: none"> • The child can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Stone Age. • The child can comment on the importance of causes and effects for some of the key events and developments within topics. E.g. explain why some reasons were important in changing the nature of childhood during different historical periods. • The child can explain why some aspects of historical accounts, themes or periods are significant. E.g. explain why Roman achievements were significant. • The child can comment on a range of possible reasons for differences in a number of accounts. E.g. explain how and why there were different viewpoints about Boudicca. 	<p>Lower Key Stage 2 expectations:</p> <ul style="list-style-type: none"> • The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Plan a script for a radio play about the importance of the Ancient Greeks and produce the script based on several different sources. • The child can recognise possible uses of a range of sources for answering historical enquiries. E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods 	
Y e a r 5	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies. • Know and sequence key events of time studied. • Use relevant terms and periods labels. • Relate current studies to previous studies. • Make comparisons between different times in history 	<ul style="list-style-type: none"> • Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> • begin to identify primary and secondary sources • use evidence to build up a picture of life in time studied • select relevant sections of information • confident use of library, e-learning, research 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events <p>Communicate their knowledge through: fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms · work independently and in groups showing initiative</p>
Y e a r 6	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied 	<ul style="list-style-type: none"> • recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out • bring knowledge gathering from several sources together in a fluent account 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research <p>Communicate their knowledge through: select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigation</p>

<p>Upper Key Stage 2 expectations:</p> <p>The child can provide overviews of the most significant features of different themes, individuals, societies and events covered. E.g. give a summary of the main features of Mayan society.</p> <p>The child can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events.</p>	<p>Upper Key Stage 2 expectations:</p> <p>The child can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. E.g. provide some similarities and differences affecting different forms of communication.</p> <p>The child can explain the role and significance of different causes and effects of a range of events and developments. E.g. explain how and why the Mayans were so important in trade throughout the world</p> <p>The child can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks.</p> <p>The child can explain how and why it is possible to have different interpretations of the same event or person. E.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.</p>	<p>Upper Key Stage 2 expectations:</p> <p>The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. E.g. pose independently a series of questions to investigate the success of the Greeks, select appropriate evidence and use this to produce a valid conclusion.</p> <p>The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. E.g. select evidence that supports their judgements of how the war affected the local area.</p>	
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