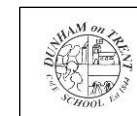
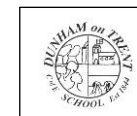


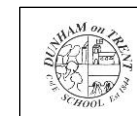
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Historical Enquiry – using sources and communicating ideas	<p>To know ‘the past’ means time that has already gone.</p> <p>To know an artefact is an item that helps us find out about the past.</p> <p>To know some similarities and differences between things in the past and now, drawing upon their experiences and what has been read in class.</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Know how to ask a simple question about the past</p> <p>Know how to use words and phrases to show the passing of time- old, oldest new, newest, before and after</p> <p>Know that artefacts can be from the past or present.</p> <p>Know that historians use different sources of evidence e.g. photographs, pictures, artefacts, to help represent the past</p> <p>Know that we can find out about the past by using</p>	<p>Know how to ask and find an answer to a simple question about the past using sources (e.g. artefacts, visits to museums).</p> <p>Know how to sort artefacts from then and now, making simple observations</p> <p>To know how historians use a range of sources to find simple evidence out about a period. Using evidence to build up a picture of a past event.</p> <p>Know how to identify a primary source.</p>	<p>To know how to use a range of sources to find simple evidence out about a period. Using evidence to build up a picture of a past event.</p> <p>To know that archaeological evidence can be used to find out about the past</p> <p>To know how to identify small details when using artefacts and pictures.</p> <p>To know historians use inferences and deductions.</p> <p>To know some sources are influenced by the personal beliefs of the author.</p> <p>To know we can find out about the past using</p>	<p>To know how to use a range of sources to find a variety of evidence out about a period. Using evidence to build up a picture of a past event.</p> <p>To know how archaeological evidence can be used to find out about the past.</p> <p>To know how to identify and discuss simple small details when using artefacts and pictures.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>To identify bias in sources which are influenced by the personal beliefs of the author and their limitations.</p> <p>To know how to identify primary and secondary sources.</p>	<p>To know how to use a range of sources to find out about a period. Using evidence to build up a picture of a past event.</p> <p>To know how and why archaeological evidence is important to find out about the past.</p> <p>To know how to observe and discuss a variety of small details when using artefacts and pictures.</p> <p>To know and use inferences and deductions using images from the past to draw conclusions.</p> <p>To identify bias in sources which are influenced by the personal beliefs of the author and identifying the value of the sources to historical enquiry.</p> <p>To know how to recognise and use primary and secondary sources and</p>	<p>To know how to use a range of sources to build a comprehensive account about a period. Using evidence to build up a picture of a past event.</p> <p>To know how and why archaeological evidence is important to find out about the past.</p> <p>To know how and why it is important to observe the small details when using artefacts and pictures.</p> <p>To know and use inferences and deductions using images from the past to draw conclusions.</p> <p>To identify bias in sources which are influenced by factors such as period of time and the personal beliefs of the author and identifying the value of the sources to historical enquiry.</p> <p>To know and use a variety of primary and secondary</p>



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Know how to discuss their lived experiences from birth to present</p>	<p>primary sources. E.g. asking people who were there.</p> <p>Know that we remember some (but not all) of the events that we have lived through.</p> <p>To know that we can find out about how places have changed by looking at maps.</p>	<p>To know that we can find out about how places have changed by looking at maps and drawing conclusions using our historical understanding.</p>	<p>primary and secondary sources.</p> <p>To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.</p> <p>To know that inventories are useful sources of evidence to find out about people from the past.</p> <p>To know and discuss there are different census extracts.</p> <p>To know that the most reliable sources are primary sources as were created/experienced at the time.</p>	<p>To know the types of information that can be extracted from the census.</p> <p>To know some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</p> <p>To know how to compare different census extracts by analysing the entries in individual columns.</p> <p>To know how the most reliable sources are primary sources which were created/experienced at the time and created for official purposes.</p>	<p>describe how these are influenced by the beliefs, cultures and time of the author.</p> <p>To know and use types of evidence that can be extracted from the census.</p> <p>To know and explain some of the key terms on the census, for example, scholar, ditto, occupation and marital status</p> <p>To know how to compare different census extracts by analysing the entries in individual columns, and discussing the evidence.</p> <p>To know and explain how the most reliable sources are primary, which were created/experienced at the time for official purposes</p>	<p>sources such as occupation and marital status.</p> <p>To know how to compare a variety of different census extracts by analysing the entries in individual columns and recording the evidence.</p> <p>To know how to identify and use, reliable primary sources which were created/experienced at the time for official purposes</p>



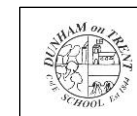
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Cause and consequence		<p>To know how to ask why things happen and beginning to explain why with support.</p> <p>To know that everyday objects have changed as new materials have been invented.</p>	<p>To know how to ask questions about why people did things, why events happened and what happened as a result.</p> <p>To know why people did things, why events happened and what happened as a result.</p> <p>To know that changes may come about because of improvements in technology</p>	<p>To know the consequences of events and the actions of people.</p> <p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury)</p>	<p>To know reasons for historical events, situations and changes</p> <p>To know that members of society standing up for their rights can be the cause of change.</p>	<p>To know reasons for historical events, the results of historical events, situations and changes.</p> <p>To know how to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>To know that members of society standing up for their rights can be the cause of change.</p>	<p>To know reasons for historical events, the results of historical events, situations and changes.</p> <p>To know how to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>To know that members of society standing up for their rights can be the cause of change.</p>



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Change and continuity		<p>To know there are similarities and differences over time in their own lives.</p> <p>To know of simple changes and ideas/objects that remain the same.</p> <p>To know that some things change while other items remain the same and some are new.</p> <p>To know similarities and differences between ways of life at different times.</p> <p>To know simple reasons for changes.</p> <p>To know that people change as they grow older.</p>	<p>To know similarities and difference between ways of life at different times.</p> <p>To know simple reasons for changes.</p> <p>To know that daily life has changed over time but that there are some similarities to life today.</p>	<p>To know reasons for change and reasons for continuities.</p> <p>To know what the situation was like before the change occurred.</p> <p>To know and compare different periods of history and identifying changes and continuity.</p> <p>To know and describe the changes and continuity between different periods of history.</p> <p>To identify the links between different societies.</p>	<p>To know that change can be brought about by advancements in transport and travel.</p> <p>To know that change can be brought about by advancements in materials</p> <p>To know that change can be brought about by advancements in trade.</p>	<p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>To know that change can be brought about by conflict.</p> <p>To know that change can be traced using the census.</p> <p>To know and describe the links between main events, similarities and changes within and across different periods/studied.</p>	<p>Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity</p> <p>To know and explain some change that has been brought about by conflict.</p> <p>To know and explain how change can be traced using the census</p>



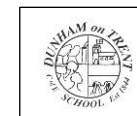
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		To know that throughout someone's lifetime, some things will change and some things will stay the same.					



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological understanding		<p>To know how to sequence three or four events in their own life (e.g. birthday, starting school, starting Year 1).</p> <p>To know how to sequence three or four artefacts/photographs from different periods of time.</p> <p>To know common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p>	<p>To know how to sequence six artefacts on a timeline.</p> <p>To know average periods of time that each event lasted.</p> <p>To know how to sequence up to six photographs, focusing on the intervals between events</p> <p>To know where people/events studied fit into a chronological framework.</p>	<p>To know how to sequence events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know how to sequence eight artefacts, historical pictures or events.</p> <p>To know chronology is the sequencing, events, stories, pictures and periods over time to show how different times relate to each</p>	<p>To know how to sequence events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know and use dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century.</p> <p>To know how to sequence up to ten artefacts, historical pictures or events.</p> <p>To know how to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p>	<p>To know how to sequence events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>To know the term “century” and how dating by centuries works.</p> <p>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians</p> <p>To know how to sequence up to ten artefacts, historical pictures or events and explain any connections between them.</p> <p>To know and understand British, local and world history across the periods studied which is chronologically secure.</p>	<p>To know how to sequence events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>To know how to put dates in the correct century. Using the terms AD and BC in their work.</p> <p>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians</p> <p>To know how to sequence up to ten artefacts, historical pictures or events and explain the periods of time which they belong to.</p> <p>To know and explain about British, local and world history across the periods studied which is chronologically secure.</p>



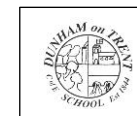
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>Recording on a timeline a sequence of historical stories heard orally.</p> <p>Placing events on a simple timeline.</p>	<p>To know a timeline can cover living memory and beyond living memory.</p> <p>To know how to order 2 events within living memory and 1 beyond.</p>	<p>other and contribute to understanding the past.</p> <p>To know a timeline presents history in a visual way, helping the reader make connections with the order that events happened in and how these events influenced history.</p> <p>To know how to make a simple individual timeline.</p>	<p>Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>To know some of the connections over a period of time.</p> <p>To know how to order 5 events on a timeline.</p>	<p>Placing the time, period of history and context on a timeline.</p> <p>To know of some similarities and make connections between different contexts in the past.</p> <p>To know how to sequence 8 events on a timeline.</p>	<p>Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied.</p> <p>To know how to compare and make connections between different contexts in the past.</p> <p>To know how to sequence 10 events on a timeline.</p>



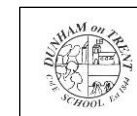
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Similarities and differences		<p>To know that some things have changed and some have stayed the same in their own lives.</p> <p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>To know some things which have changed or stayed the same as the past</p> <p>To know about people, events and beliefs in society. To know how to make comparisons with their own lives.</p> <p>To know that there are explanations for similarities and differences between children's lives now and in the past.</p>	<p>To know similarities and differences between periods of history.</p> <p>To know there are similarities and differences between daily lives of people in the past and today.</p> <p>To know there are similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world now and in the past.</p>	<p>To know and explain similarities and differences between periods of history.</p> <p>To know and explain similarities and differences between daily lives of people in the past and today.</p> <p>To know and explain similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world now and in the past.</p>	<p>To know and describe some similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>To know how to make simple links with different time periods studied.</p> <p>To know how to evidence change throughout time.</p>	<p>To know and describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>To know how to make informed links with different time periods studied, giving evidence.</p> <p>To know about change throughout time and evidence this.</p>



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>Know that during the same time period, life was very different for different groups of people (rich and poor, male and female)</p> <p>Know that some things within living memory are similar and some things are different.</p>					



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Historical significance		<p>Recalling special events in their own lives.</p> <p>To know that some people and events are considered more 'special' or significant than others.</p> <p>To know that a historical event helps to characterise a period of time.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p>	<p>To know and discuss reasons why someone might be important in a historical event.</p> <p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society</p> <p>To know of a 'historically significant' person and how they impacted on peoples' lives.</p>	<p>To know and recall some important people and events.</p> <p>To know who is important in historical sources and accounts.</p> <p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know some 'historically significant' people and the events surrounding them.</p>	<p>To know and recall some important people and events and explaining why they are significant.</p> <p>To know who is important in historical sources and accounts and why.</p> <p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p>	<p>To know significant people and events across different time periods</p> <p>To know how historians select criteria for significance and that this changes</p> <p>To know how historical significance can change through time, place and new evidence being uncovered.</p> <p>To know and compare 'historically significant' events from the same period.</p>	<p>To know significant people and events across different time periods and compare these.</p> <p>To know the significance of events, people and developments.</p> <p>To know and explain how 'historical significance' can vary over time, place and new evidence being found.</p> <p>To know several 'historically significant' people and events and their legacy upon the present.</p>



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Historical interpretation		<p>To know there are different ways to represent the past (e.g. photos, stories).</p> <p>To know how to make own interpretations from historical artefacts.</p> <p>To know that the past can be represented in photographs</p>	<p>To know different ways in which the past is represented (including eye-witness accounts).</p> <p>To know how to compare two pictures or photographs of people or events in the past.</p> <p>To know how to interpret from photographs and written sources.</p> <p>To know that the past is represented in different ways.</p>	<p>To know reasons for different ways in which the past is represented.</p> <p>To know the differences between different sources.</p> <p>To know some different representations and explore the period e.g. archaeological evidence, museum evidence, books.</p> <p>To know how to evaluate the usefulness of a different source through evaluation.</p> <p>To know how to use textbooks with support, to gain historical knowledge.</p>	<p>To know and explain a variety of reasons for different ways the past is represented.</p> <p>To know the differences between sources and giving reasons for the ways in which the past is represented.</p> <p>To know and compare a variety of different representations and explore the period e.g. archaeological evidence, artefacts, museum evidence, cartoons and books.</p> <p>To know the usefulness of different sources through evaluation.</p> <p>To know how to use textbooks independently, to gain historical knowledge.</p> <p>To know that archaeological evidence</p>	<p>To know how to evaluate interpretations made by historians.</p> <p>To know comparisons between sources and giving reasons for the ways in which the past is represented.</p> <p>To know links between sources and collaboratively discuss conclusions.</p> <p>To know strategies for checking the accuracy of evidence.</p> <p>To know how to use a variety of textbooks independently to answer given questions.</p> <p>To know that archaeological evidence</p>	<p>To know how to compare accounts of events from different sources.</p> <p>To know explanations for different versions of events. Evaluating the usefulness of historical sources.</p> <p>To know and explain how conclusions have been arrived at by linking sources.</p> <p>To know and use strategies for checking the accuracy of evidence.</p> <p>To know how to address and devise historically valid questions.</p> <p>To know that archaeological evidence has limitations: it</p>



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
				<p>To know archaeological evidence has some limitations.</p> <p>To know that historians make assumptions based upon evidence they have gathered.</p>	<p>has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p>	<p>has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know different evidence and assumptions create different conclusions.</p> <p>To understand that there are different interpretations of historical figures and events.</p>	<p>does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know and explain how different evidence creates different conclusions.</p> <p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</p>