

The National Curriculum for history (2014) aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, **chronological** narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a **historically-grounded understanding of abstract terms** such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand **historical concepts** such as **continuity and change**, **cause and consequence**, **similarity, difference** and **significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and **create their own structured accounts**, including written narratives and analyses
- understand the methods of **historical enquiry**, including how **evidence** is used rigorously to make historical claims, and discern how and why contrasting arguments and **interpretations** of the past have been constructed
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>✓ Use everyday language related to time</li> <li>✓ Order and sequence familiar events</li> <li>✓ Describe main story settings, events and principal characters.</li> <li>✓ Talk about past and present events in their own lives and in lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop an awareness of the past Use common words and phrases relating to the passing of time</li> <li>✓ Know where all people/events studied fit into a chronological framework</li> <li>✓ Identify similarities / differences between period</li> <li>✓ Sequence events in their life</li> <li>✓ Match objects to people of different ages</li> <li>✓ Sequence artefacts closer together in time - check with reference book</li> <li>✓ Sequence photographs and artefacts etc. from different periods of their life and time</li> <li>✓ Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use dates and terms related to the era and passing of time; begin to date events</li> <li>✓ Sequence several events or artefacts</li> <li>✓ Place events from period studied on time line</li> <li>✓ Understand more complex terms e.g. BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know and sequence key events of time studied</li> <li>✓ Use relevant terms and period labels</li> <li>✓ Make comparisons between different times in the past</li> <li>✓ Place current study on time line in relation to other studies</li> <li>✓ Sequence up to 10 events on a time line</li> <li>✓ Continue to develop chronologically secure knowledge of history</li> <li>✓ Establish clear narratives within and across periods studied</li> <li>✓ Note connections contrasts and trends over time</li> </ul>

<p>Historical terms</p>	<ul style="list-style-type: none"> <li>✓ Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>✓ Extend their use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop the appropriate use of historical terms</li> </ul>
<p>Range and depth of historical knowledge</p>	<ul style="list-style-type: none"> <li>✓ Recognise and identify the difference between past and present in their own and others' ways of life</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise and identify the difference between past and present in their own and others' ways of life</li> <li>✓ Know and recount episodes from stories about the past</li> <li>✓ Recognise why people did things, why events happened and what happened as a result</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compare with our life today, use evidence to reconstruct life in time studied</li> <li>✓ Identify and understand reasons for and results of people's actions</li> <li>✓ Identify key features, events of time and everyday lives of people in time studied</li> <li>✓ Look for links and effects in time studied</li> <li>✓ Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>✓ Examine causes and results of great events and the impact on people</li> <li>✓ Compare life in early and late times' studied</li> <li>✓ Compare an aspect of life with the same aspect in another period and with other civilisations</li> <li>✓ Compare beliefs and behaviour with another time studied, recognising that not everyone shares the same views and feelings</li> <li>✓ Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>✓ Know key dates, characters and events of time studied</li> </ul>
<p>Interpretations of history</p>		<ul style="list-style-type: none"> <li>✓ Identify different ways in which the past is represented</li> <li>✓ Compare pictures or photographs of people or events in the past</li> <li>✓ Discuss reliability of photos/ accounts/stories</li> <li>✓ Use stories to encourage children to distinguish between fact and fiction</li> <li>✓ Compare 2 versions of a past event, how reliable are their memories?</li> <li>✓ Compare pictures or photographs of people or events in the past</li> <li>✓ Discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify and give reasons for different ways in which the past is represented</li> <li>✓ Distinguish between different sources and evidence - compare different versions of the same story</li> <li>✓ Look at representations of the period - museum, cartoons etc., Use text books and historical knowledge</li> <li>✓ Begin to evaluate the usefulness of different sources</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand that different versions of the past may exist, giving some reasons for this</li> <li>✓ Compare accounts of events from different sources - fact or fiction</li> <li>✓ Offer some reasons for different versions of events</li> <li>✓ Link sources and work out how conclusions were arrived at</li> <li>✓ Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</li> <li>✓ Be aware that different evidence will lead to different conclusions</li> <li>✓ Confidently use the library and internet for research</li> </ul>
<p>Historical enquiry</p>	<ul style="list-style-type: none"> <li>✓ Be curious about people and show interest in stories</li> <li>✓ Answer 'how' and 'why' questions ... in response to stories or events</li> <li>✓ Explain own knowledge and understanding, and asks appropriate</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions</li> <li>✓ Find answers to simple questions about the past from sources of information e.g. artefacts,</li> <li>✓ Use a source - observe or handle sources to answer questions about the past on the basis of simple</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use a range of sources to find out about a period or past event</li> <li>✓ Observe small details - artefacts, pictures</li> <li>✓ Select and record information relevant to the study to present a picture of one aspect of life in the past</li> <li>✓ Choose relevant material</li> </ul>	<ul style="list-style-type: none"> <li>✓ Regularly address and sometimes devise historically valid questions</li> <li>✓ Understand how knowledge of the past is constructed from a range of sources</li> <li>✓ Construct informed responses by ... Selecting and organising relevant</li> </ul>

	<p>questions:</p> <ul style="list-style-type: none"> <li>✓ Know that information can be retrieved from books and computers</li> <li>✓ Record, using marks they can interpret and explain</li> </ul>	<p>observations</p> <ul style="list-style-type: none"> <li>✓ Understand some ways we find out about the past</li> <li>✓ Choose and use parts of stories and other sources to show understanding (of continuity, change, cause and consequence etc)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask a variety of questions</li> <li>✓ Use the library and internet for research</li> </ul>	<p>historical information</p> <ul style="list-style-type: none"> <li>✓ Select relevant sections of information</li> <li>✓ Use the library and internet for research with increasing confidence</li> <li>✓ Recognise primary and secondary sources</li> <li>✓ Use evidence from a range of sources to find out about an event or aspect of time past</li> <li>✓ Bring knowledge gathered from several sources together in a fluent account, such as the library or internet</li> </ul>
<p>Organisation and communication</p>		<ul style="list-style-type: none"> <li>✓ Communicate their <b>knowledge</b> through: Discussion... Drawing pictures Drama/role play... Making models.... Writing... Using ICT...</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recall, select and organise historical information</li> <li>✓ Communicate their <b>knowledge and understanding</b>.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>
<p>Continuity and change</p>	<ul style="list-style-type: none"> <li>✓ Look closely at similarities, differences, patterns and change</li> <li>✓ Develop understanding of growth, decay and changes over time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify similarities / differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe main events, situations and changes within and across different periods/societies</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe / make links between main events, situations and changes within and across different periods/societies</li> </ul>
<p>Cause and Consequence</p>	<ul style="list-style-type: none"> <li>✓ Question why things happen and give explanation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise why people did things, why events happened and what happened as a result</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify historical events, situations, changes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify and give reasons for, results of, historical events, situations, changes</li> </ul>
<p>Similarity/ Difference (within a period)</p>	<ul style="list-style-type: none"> <li>✓ Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Make simple observations about different types of people, events, beliefs within a society</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe social, cultural, religious and ethnic diversity in Britain</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> </ul>
<p>Significance of events/people</p>	<ul style="list-style-type: none"> <li>✓ Recognise and describe special times or events for family or friends</li> </ul>	<ul style="list-style-type: none"> <li>✓ Talk about who was important eg in a simple historical account</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify historically significant people and events in situations</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify historically significant people and events in situations and explain the impact of these.</li> </ul>