



	EYFS		KS1		KS2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas of Study	Changes of myself and family members.  <i>'All About Me'</i>	Changes within living memory linking to personal life and people I know.  Changes of plants and animals within the known world.	Significant individuals in the past. <i>'Explorers – Christopher Columbus'</i>  Significant event in the past. <i>'The Victorians'</i>  Changes within living memory <i>'Toys'</i>	Significant individuals in the past. <i>(Choice of: Florence Nightingale/Rosa Parks/Neil Armstrong/Pocahontas)</i>  Significant event in the past. <i>'The Great Fire of London'</i>  Significant historical events, people and places in their own locality <i>'How has London Colney has changed over time'</i>	Changes in Britain from the Stone Age to the Iron Age' <i>'The Stone Age'</i> <b>(IPC - Scavengers and Settlers)</b>  A study post 1066 <i>'The Tudors'</i>  Ancient Civilisation <i>'The Shang Dynasty'</i>	The Roman Empire and its Impact on Britain. <i>'The Romans'</i>  A study of Local History  Ancient Civilisation <i>'The Egyptians'</i>	Anglo Saxons and Scots  The Vikings  Ancient Civilisations – non European' <i>'The Mayans'</i>	World War 2  The Greeks <b>(IPC – The Great, the Bold, the Brave)</b>
Knowledge and understanding of events, people and changes in the past	Begin to discuss people and events that may have taken place in their own memory.	Recall some facts about people / events in their own past.	Recall some facts about people/events before living memory  Say why people may have acted the way they did	Use information to describe the past.  Describe the differences between then and now.  Look at evidence to give and explain reasons why people in the past may have acted in the way they did.  Recount the main events from a significant event in history.	Use evidence to describe the culture and leisure activities from the past.  Use evidence to describe the clothes, way of life and actions of people in the past.  Use evidence to describe buildings and their uses of people from the past	Use evidence to describe what was important to people from the past.  Use evidence to show how the lives of rich and poor people from the past differed.  Describe similarities and differences between people, events and artefacts studied.  Describe how some of the things I have studied from the past affect/influence life today.	Choose reliable sources of information to find out about the past.  Give own reasons why changes may have occurred, backed up by evidence.  Describe similarities and differences between some people, events and artefacts studied  Describe how historical events studied affect/influence life today.  Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Choose reliable sources of information to find out about the past.  Give reasons why changes may have occurred, backed up by evidence.  Describe similarities and differences between some people, events and artefacts studied  Describe how some of the things studied from the past affect/influence life today.  Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Historical Enquiry	Begins to ask questions about the past. This may be within or beyond living memory but may be limited to the immediate past.	Begin to ask questions about the past, both within and beyond their living memory.	Identify different ways in which the past is represented.  Explore events, look at pictures and ask questions.  Look at objects from the past and ask questions.	Identify different ways in which the past is represented.  Ask questions about the past.  Use a wide range of information to answer questions.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.  Ask questions and find answers about the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.  Ask questions and find answers about the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.  Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.  Investigate own lines of enquiry by posing questions to answer.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.  Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.  Investigate own lines of enquiry by posing questions to answer.



<p>Chronological understanding</p>	<p>Begins to use time words indicate personal events.</p>	<p>Children talk about past and present events in their own lives and in the lives of family members</p> <p>Begins to use word indicating time more consistently.</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects</p> <p>Use a timeline to place important events.</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Use a timeline to place important events.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>
<p>Historical interpretation</p>			<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>Explore the idea that there are different accounts of history.</p>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p>	<p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
<p>Organisation and communication</p>			<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>