

### Early Years Foundation Stage

- Can retell a simple past event in the correct order.
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- Looks closely at similarities, differences, patterns and change.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*
- Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'
- Enjoys playing with small-world models.
- Notices detailed features of objects in their environment.
- Uses a range of tenses (e.g. *play, playing, will play, played*).

### Key Stages 1 and 2

#### Time and chronology

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can put up to three objects in chronological order (recent history) → timeline</p> <p>I can use words/phrases like old, new, yesterday, before I was born and a long time ago.</p> <p>I can tell others about things that happened in the past to themselves or others.</p>	<p>I can use words and phrases like before, after, past, present, then and now correctly in my historical learning.</p> <p>I can use words such as past, present, older and newer to label a timeline.</p> <p>I can sequence a set of events in chronological order on a timeline and give reasons for their order.</p> <p>I can recount changes over time.</p>	<p>I can describe events and periods using the words BC (Before Christ), AD (Anno Domini) and decade.</p> <p>I can describe events from the past using dates when things happened and place on a timeline.</p> <p>On a timeline, I show an understanding of the concept of change over time in the period being taught.</p>	<p>I can am beginning to develop understand my understanding that a timeline divided into BC (Before Christ), AD (Anno Domini) and decade.</p> <p>I can use dates and some historical language such as century and ancient.</p> <p>I can order significant events and dates on a timeline.</p> <p>I begin to build up a picture of what main events happened in Britain/the world during different centuries.</p> <p>I can say where a period of history fits on a timeline.</p> <p>I can explain the main changes in a period of history.</p>	<p>I am able to securely understand that all timelines can be divided in to BC (Before Christ), AD (Anno Domini) and decade.</p> <p>I can put dates, events, movements on a timeline.</p> <p>I can describe the main changes in a period of history.</p> <p>I can say where a period of history fits on a timeline.</p>	<p>I can put dates, events, movements on a timeline.</p> <p>I can identify and compare changes within and across different periods.</p> <p>I use dates and terms accurately when describing events.</p> <p>I can say where a period of history fits on a timeline.</p> <p>I can place a specific event on a timeline by decade.</p> <p>I understand that some historical events occurred concurrently in different locations e.g. Greeks and Egyptians.</p> <p>I can place features of historical events and people</p>

					<p>from past societies and periods chronologically.</p> <p>I can appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them.</p> <p>I understand the concepts of continuity and change over time, including the contrast between periods of rapid change and periods of little change.</p>
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### Change and continuity

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can look closely at similarities, differences, patterns and change within my own life and begin to apply this to that of others.</p> <p>I can develop an understanding of growth, decay and changes over time..</p>	<p>I can identify similarities and differences between ways of life at different times.</p>	<p>I can describe main events, situations and changes within and across different periods/societies.</p>	<p>I can describe and make links between main events, situations and changes within and across different periods/societies.</p>	<p>I can describe and explain links between main events, situations and changes within and across different periods/societies.</p> <p>I can compare changes within and across different periods/societies.</p> <p>I gain a good understanding as to how crime and punishment has changed over the years.</p>	<p>I can discuss and explain links between main events, situations and changes within and across different periods/societies.</p> <p>I can summarise and compare changes within and across different periods/societies.</p>

### Knowledge and interpretation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can list different ways in which the past is represented.</p> <p>I can observe and ask questions about the past.</p> <p>I can recognise that we celebrate certain events such as bonfire night because of what happened many years ago.</p> <p>I can recount the life of someone famous from Britain who lived in the past giving</p>	<p>I can identify different ways in which the past is represented.</p> <p>I can ask and answer questions about the past.</p> <p>I can explain why some things occur and talk about changes.</p> <p>I can appreciate that some people have helped our lives to be better today.</p>	<p>I can describe different ways in which the past is represented.</p> <p>I can begin to picture what life would have been like for the early settlers.</p> <p>I can suggest why certain events happened/ people acted as they did in history.</p>	<p>I understand that different versions of the past may exist, giving some reasons for this.</p> <p>I can describe what life would have been like for the early settlers.</p> <p>I can recognise that Britain has been invaded by several different groups over time.</p> <p>I can realise that invaders in the past would have fought</p>	<p>I can explain the reasons why different versions of the past exist.</p> <p>I can make comparisons between historical periods and can explain what has changed and what has stayed the same.</p> <p>I can explain the role that Britain has had in spreading Christian values across the world.</p>	<p>I can discuss the reasons why different versions of the past may exist.</p> <p>I show an awareness of the concept of propaganda and how historians must understand the social context and evidence studied.</p> <p>I refine lines of enquiry as appropriate.</p>

<p>attention to what they did earlier and what they did later.</p> <p>I can understand that we have a queen who rules us and that Britain has had a king or queen for many years.</p> <p>I can identify objects from the past.</p> <p>I am beginning to understand what parliament is.</p>	<p>I can give examples of things that are different in my life from that of my grandparents when they were young.</p> <p>I can explain how my local area was different in the past.</p> <p>I can recount some interesting facts from a historical event such as when was the first female solo plane flight?</p> <p>I can explain why Britain has a special place history by naming some famous events and some famous people.</p> <p>I can explain why someone in the past acted in the way they did.</p>	<p>I am beginning to realise that Britain has been invaded a number of times.</p>	<p>fiercely using hand to hand combat.</p> <p>I can suggest why certain people acted as they did in history.</p> <p>I can explain how events from the past have helped shape our lives.</p> <p>I can begin to appreciate why Britain would have been an important country to have invaded and conquered.</p> <p>I can appreciate how items found belonging to the past are helping us to build up accurate pictures of how people lived in the past.</p>	<p>I begin to appreciate that how we make decisions has been through a parliament for some time.</p> <p>I appreciate that significant events in history have helped shaped the country we have today.</p> <p>I appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>I can make links between history and geography.</p> <p>I can recognise that Britain has been invaded by several different groups over time.</p> <p>I can realise that invaders in the past would have fought fiercely using hand to hand combat.</p>	<p>I can summarise the main events from a specific period in history explaining the order in which key events happened.</p> <p>I can summarise how Britain has had a major influence on world history.</p> <p>I can summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently.</p> <p>I can describe features of historical events and people from past societies and periods I have studied.</p>
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### Historical sources

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can begin to use artefacts, pictures, stories and online sources to find out about the past and answer questions.</p> <p>I can ask and answer questions about old and new objects.</p> <p>I can give a plausible explanation about what an object was used for in the past.</p> <p>I can find out about the past by talking to an older person.</p>	<p>I can use artefacts, pictures, stories, online sources and databases to find out about the past (including specific people) and answer questions.</p> <p>I can answer questions by using a specific source e.g. a book.</p> <p>I begin to identify the main differences between old and new objects.</p> <p>I can find out about the past by talking to an older person.</p>	<p>I can use complex sources of primary and secondary information and use the internet for research.</p> <p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use various sources to piece together information about a period in history and answer questions.</p> <p>I can through research identify similarities and differences</p>	<p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>I appreciate how items found belonging to the past are helping us to a build up an accurate picture of how people lived in the past.</p> <p>I can say how two versions of an event are similar and different.</p>	<p>I use sources of evidence to deduce information about the past.</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>I can classify historical objects into groups.</p>	<p>I use sources of evidence to deduce information about the past.</p> <p>I select suitable sources of evidence giving reasons for my choices.</p> <p>I seek out and analyse a wide range of evidence in order to justify or refute claims about the past.</p> <p>I understand that no single source of evidence gives the answer to questions about the past.</p>

		<p>between given periods in History.</p> <p>I can use my 'information finding' skills in writing to help them write about historical information.</p>	<p>I understand the difference between and use more complex sources of primary and secondary information and use the internet for research.</p>		
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### Communication

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can use words/phrases like old, new, recently and a long time ago to communicate.</p>	<p>I can communicate concepts such as civilisation, monarchy, parliament, democracy and war and peace.</p> <p>I can use words and phrases like before, after, past, present, then and now correctly.</p> <p>I can use words such as past, present, older and newer.</p>	<p>I can use appropriate historical vocabulary to communicate including: dates, time periods, era, change and chronology, BC, AD and decade.</p> <p>I can communicate information about the past using literacy, numeracy and computing skills.</p>	<p>I can use dates and appropriate historical vocabulary to communicate including: dates, time periods, era, change, century, ancient and chronology.</p> <p>I can communicate information about the past using literacy, numeracy and computing skills.</p>	<p>I can use dates and appropriate historical vocabulary to communicate including: dates, time periods, era, change, continuity, chronology, century, decade and legacy.</p> <p>I can communicate information about the past using literacy, numeracy and computing skills.</p> <p>I can present information and ideas in original ways.</p>	<p>I can use dates and appropriate historical vocabulary to communicate and describe events including: dates, time periods, era, change, continuity, chronology, century, decade and legacy.</p> <p>I can communicate information about the past using literacy, numeracy and computing skills.</p> <p>I can present information and ideas in original ways.</p>