

Inspire pupils' curiosity to know more about the past of Britain and that of the wider world. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

KS1 – Key Aims

Develop an awareness of the past, using common words and phrases relating to the passing of time.

Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Use a wide vocabulary of everyday historical terms.

Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2 – Key Aims

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Understand how our knowledge of the past is constructed from a range of sources.

Chronology	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understanding the World	Toys Kings & Queens Seaside	The Great Fire of London Flying	Stone Age Ancient Greece Clacton on Sea	Mayans Ancient Egypt Romans	Anglo Saxons and Vikings Space Tudors	World War 2 Theatre
	ELG: Past and Present Talk about the lives of the people around them and their roles in society; I can talk about members of my immediate family and community.	Recount past changes from their own lives I can talk about things that have changed in my life before today.	Place historical figures, events and artefacts in order on a given time line, using dates where appropriate I can sequence important people, events and artefacts from different periods	Use dates to place events, artefacts and historical figures on a timeline I can place the time being studied, artefacts and historical figures on a timeline using dates.	Understand that changes occur over time. Add evidence and dates to timelines to represent this. I can identify and explain changes that have occurred in history.	Identify significant changes within and across historical periods studied I can identify important changes within historical periods that I have studied.	Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes) I can describe and explain important changes in a

	I can name and describe people who are familiar to me.		and check with reference books. I can use dates where appropriate		I can use dates and evidence related to the study unit and passing of time.		historical period.
	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>I can begin to sequence before and after pictures, e.g. my baby photo and how I look now.</p> <p>I can begin to describe how I have changed.</p>	<p>Sequence some events in chronological order</p> <p>I can sequence events in my life and place them on a timeline.</p> <p>I can sequence photographs etc. from different periods of my life</p>	<p>Add labels to time lines</p> <p>I can label time lines with words or phrases such as: past, present, older, newer</p>		<p>Use dates and historical terminology to describe events</p> <p>I can use dates and historical words to describe events.</p>	<p>Understand that continuity and change occurs over time.</p> <p>Add evidence and dates to timelines to represent this.</p> <p>I can explain that things stay the same and some change happens over time.</p> <p>I can add evidence and dates to a timeline to show which things have changed and which haven't.</p>	<p>Relate current studies to previous learning and make comparisons between different times in history</p> <p>I can place the current study on a time line in relation to other studies done.</p> <p>I can make comparisons between different times in the past.</p>

Interpreting and Investigating	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG: Past and Present</p> <p>Know some similarities and differences between things in</p>	Begins to use sources to identify some details and answer simple questions	Use artefacts, pictures, stories, online sources and databases to find out about the past	Study two different accounts of the same event, exploring similarities and differences	Give reasons why separate versions of the same event may differ in the accounts	Select reliable sources of evidence to answer questions about the past.	I can choose

<p>the past and now, drawing on their experiences and what has been read in class;</p> <p>I can comment on images of familiar situations in the past, e.g. Christmas, toys, where I live.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>I can compare and contrast characters from stories, including figures from the past.</p>	<p>I can compare pictures or photographs of people or events in the past</p>	<p>I can use a source – artefacts, pictures, stories, online sources and databases to find out about the past</p> <p>I can observe or handle sources to answer questions about the past</p>	<p>I can distinguish between different sources – compare different versions of the same story</p>	<p>I can identify and give reasons for different ways in which the past is represented.</p>	<p>reliable sources of evidence to answer questions about the past.</p> <p>I can offer some reasons for different versions of events and am aware that no single source gives the full answer to questions about the past.</p>	<p>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>I can compare accounts of events from different sources – fact or fiction.</p>
		<p>Ask and answer questions such as What was it like for a...? What happened? How long ago?</p> <p>I can find answers to simple questions about the past from sources of information e.g.</p>	<p>Refer to more than one source of evidence for more accurate understanding of events</p> <p>I can identify and give reasons for different ways in which the past is represented.</p>	<p>Explore main events and changes in history, giving causes and consequences</p> <p>I can suggest causes and consequences of some main events in history.</p>	<p>Appreciate that there is not always a single answer to historical questions.</p> <p>I can offer some reasons for different versions of events and am aware that no single source gives the full answer to</p>	<p>Explore all available evidence to form their own opinion on a historical event</p> <p>I can use a range of evidence to build up a picture of an aspect of a past event.</p> <p>I can bring</p>

			<p>artefacts, E.g. What was life like for people? What happened? How long ago?</p>	<p>I can begin to evaluate the usefulness of different sources and begin to explain why they might be different.</p>		<p>questions about the past</p>	<p>knowledge from several sources together in a fluent account.</p>
					<p>Independently suggest sources of evidence to answer their questions</p> <p>I can suggest suitable sources of evidence and use it to build up a picture of a past event</p>	<p>Begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others.</p> <p>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>I can explain what propaganda is and begin to understand why it is used.</p>	<p>Evaluate the usefulness and accuracy of different sources of evidence</p> <p>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p>
							<p>Understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>

							I can explain what propaganda is and how it is used to persuade others and influence opinions.
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Knowledge and Understanding	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>See previous statements for ELG: Past and present.</i>	Identify key events and people I can describe significant people from the past I know and can recount episodes from stories about the past	Give reasons why people from the past acted in the ways they did. I can recognise why people did things, why events happened and what happened as a result	Describe features of period studied e.g. clothes, beliefs, homes, attitudes. I can identify key features and events of time studied.	Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes. I can identify reasons for and results of people's actions. I can offer a reasonable explanation for some events.	Describes causes and consequences of the main events, situations and changes in the period studied. I can describe reasons and results of main events, situations and changes in the period studied.	Explain and evaluate causes and consequences of the main events, situations and changes in the period studied. I can examine causes and results of great events and the impact on people and explain them using evidence.
		Use information gained from research to describe differences between then and now. I can identify differences between ways of	Describe similarities and differences between people, events and objects over time. I can compare life then with our life today.	Describe how some past events and actions of people affect life today. I can describe how some past events and actions of people affect life today.	Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. I can find out about beliefs, behaviour and characteristics	Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world. I can describe the	

			life at different times			of people, recognising that not everyone shares the same views and feelings including the experiences of men, women and children.	social, ethnic, cultural or religious diversity of the past.
						Identifies links and changes within and across the time periods and localities studied. I understand the concepts of continuity and change over time, representing them along with evidence on a timeline	

Vocabulary	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>Reception children will be exposed to Year 1 vocabulary within context, particularly 'past, old, new'.</i>	Subject related vocabulary and: past, old, new, recent, young, days, months. I can use words and phrases such as: past, old, new, recent, young, days, months.	Subject related vocabulary and: recently, before, after, now, later, a long time ago. I can use words and phrases such as: a long time ago, recently, when my parents were children, years,	Subject related vocabulary and: century, decade, BC, AD. I can use appropriate historical vocabulary to communicate: century, decade, BC and AD.	Subject related vocabulary: during, chronology, era, dates, time period, change. I can use appropriate historical vocabulary to communicate: dates, time period,	In addition to subject related vocabulary - legacy, period. I can use appropriate historical vocabulary to communicate: dates, time period, era, civilizations,	In addition to subject related vocabulary - continuity, social, religious, political, technological, cultural. I can use appropriate historical vocabulary to

			decades, centuries.		era, change, chronology.	change, chronology, continuity, century, decade, legacy.	communicate: continuity, social, religious, political, technological, cultural.
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