

|  | End of EYFS   | End of Year 1   | End of Year 2   | End of Year 3  | End of Year 4   | End of Year 5  | End of Year 6   |
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| <b>Chronology</b><br>Place history in time and identify influence  | To begin to understand about time passing.<br><br>To place stages of their own life on a timeline and talk about the changes.   | Pupils will develop an awareness of the past, using common words and phrases relating to the passage of time.<br><br>Pupils will 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.<br><br>Pupils will be able to recognise where significant women 'fit' in time and explore some aspects of the time period in which they lived. | Pupils will have developed their chronological understanding, building an improved historical narrative for the 17th century.<br><br>Pupils will begin to develop their chronological understanding of British time periods/British monarchs. | Pupils will develop a greater awareness of the past and how things have changed over time.<br><br>Pupils will explore when the Ancient Egyptian era sat in relation to other major historical events.  | Pupils place the Ancient Greeks and Romans in time, discussing their chronology on a timeline in relation to other time periods.<br><br>Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.<br><br>Pupils will develop an understanding of the past and how Britain came to be how it is today.<br><br>Pupils will identify where the Romans fit into a chronological framework by noting connections, trends and contrasts over time. | Pupils will develop an understanding of the past and how Britain came to be how it is today.<br><br>Pupils will reinforce their understanding of chronology and gain a deepening understanding of how periods of time interlink and fit together.          | Pupils place different periods in time on a timeline, discussing their chronology in relation to one another.<br><br>Pupils will understand how many conflicts have taken place throughout time and have a secure understanding of where these different historical periods can be placed in relation to one another. |
| <b>Investigating the past: read like an historian</b><br>Conduct historical enquiry and carry out source analysis and interpretation | To comment on images of familiar situations in the past.<br><br>To ask questions to find out about the past.<br><br>To know we can use books/photographs/internet to find out about the past. | Pupils will understand some of the ways in which we find out about the past and identify different ways in which it is represented.   | Pupils will be able to identify a wider range of historical sources of evidence.  | Pupils will identify how we know about the past when there is limited evidence.<br><br>Pupils will interpret various sources to gather more information. They will begin to critically evaluate the reliability of each source they encounter. | Pupils will interpret of evidence through analysis of historical sources from the time.<br><br>Pupils will make inferences from sources about what they tell us about the past.<br><br>Pupils will begin to conduct historical enquiry about the reliability of sources.<br><br>Pupils will understand how evidence is used to make historical claims.  | Pupils will deepen understanding of the importance of 'sources' and historical enquiry for painting a picture of the past.<br><br>Pupils will interpret varying sources.<br><br>Pupils will make judgements about the reliability of evidence and sources. | Pupils will interpret evidence through analysis of a variety of historical sources from the time.<br><br>Pupils will inferences from sources about what they tell us about the past.<br><br>Pupils will conduct historical enquiry and critically evaluate the reliability of sources.                                |
| <b>Communicating history: speak and write like an historian</b><br>Use historical terms and vocabulary, ask and answer questions,    | To have an understanding of the words associated with the passing of time, e.g. past, present, future, long ago.  | Pupils will use a wide variety of everyday historical terms.<br><br>Pupils will be able to ask and answer questions, choosing and using parts of stories and other sources to show that they  | Pupils will be able to identify the impact of the Great Fire of London and how it influenced building structures and fire safety we see today.<br><br>Pupils will have extended their   | Pupils will ask and answer historically valid questions about change, cause, similarity and difference, and significance.  | Pupils will use historical terms and vocabulary.<br><br>Pupils will ask and answer questions.<br><br>Pupils will construct arguments formed from  | Pupils will have embedded the use of historical vocabulary and terminology within explanations.<br><br>Pupils will develop a critical yet factual view of the modern world as well   | Pupils will address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.   |

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| construct arguments and reach a conclusion   |  | know and understand key features of events.  | knowledge of the past and continued to gain historical perspective, using appropriate terms to compare monarchs from different time periods.   | Pupils will recognise connections, contrasts and trends over time and they will begin to use the appropriate historical terms/vocabulary.<br><br>Pupils will begin to understand how our knowledge of the past is constructed from a range of sources.   | relevant historical facts and sources.   | as an understanding of how everything came to be.  |  |
| <b>Explaining the past: think like an historian</b><br>Discuss continuity and change in between periods, identify cause and consequence, recognise similarity and difference within a period/situation and explain the significance of events/people | <p>To compare and contrast characters from stories.</p> <p>To begin developing an awareness of significant historical events and people.</p> | <p>Pupils will develop understanding of 'significance' in relation to Mary Anning's discoveries, and interpret for themselves by framing historically valid questions.</p> <p>Pupils will develop their understanding of how changes made in history have had consequences today. They will explore what is the same and what is different (continuity and change over time.)</p> <p>Pupils will be able to describe the achievements of significant women in history, and compare the significance of these achievements.</p> | <p>Pupils will be able to make comparisons, identifying similarities and differences.</p> <p>Pupils will understand the impact of a significant event beyond living memory and how these changes influence the world we live in today.</p> <p>Pupils will develop their ability to think like historians, through making comparisons between queens and their reigns.</p> <p>Pupils have developed their understanding of monarchy, and conceptual threads e.g. Empire and Conflict.</p> <p>Pupils have developed understanding of historical concepts i.e. chronology, similarity, difference and significance.</p> <p>Pupils will be able to describe significant events and places within their own locality.</p> | <p>Pupils will begin to develop an understanding of cause and effect.</p> <p>Pupils will use source material to compare and contrast what life was like.</p> <p>Pupils will explore the cause and effects of key events that occurred during studied periods.</p> <p>Pupils will critically evaluate the significance of major achievements.</p> | <p>Pupils will discover that the Ancient Greeks were responsible for many important cultural/social aspects and events that are still significant in present time and reach a conclusion about how they have influenced modern day life.</p> | <p>Pupils will understand the prevalence of key figures during this time and make links between the Anglo-Saxons and local landmarks/places of heritage.</p> <p>Pupils will deepen understanding of the comparisons/ links that can be made between different historical eras.</p> <p>Pupils will use source material to compare and contrast what life was like in Baghdad to London.</p> <p>Pupils will explore the cause and effects of key events.</p> <p>Pupils will critically evaluate the significance of studied periods in time.</p> | <p>Pupils will consider the changes in weaponry and tactical warfare between different historical periods.</p> <p>Pupils will consider if there are any similarities/ differences between certain periods and how these changes came about.</p> <p>Pupils will consider the causes of many different conflicts and their effects - both the consequences on military success and for civilians.</p> <p>Pupils will consider the significance of certain people and events. They will evaluate the effectiveness of weaponry and warfare across several historical periods and think about how our understanding of the past helps us to make sense of the present.</p> |