



History

Chronological Understanding

EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> • Place known events and objects in chronological order. • Sequence events and recount changes within living memory. • Use common words and phrases relating to the passing of time. • Show an awareness of the past, using common words and phrases relating to the passing of time. • Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> • Use an increasing range of common words and phrases relating to the passing of time. • Describe memories of key events in own life using historical vocabulary. • Place some historical periods in a chronological framework. • Use historic terms related to the period of study. 	<ul style="list-style-type: none"> • Use dates to order and place events on a timeline.



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Historical Enquiry

EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> • Find answers to some simple questions about the past from simple sources of information. • Describe some simple similarities and differences between artefacts. • Sort artefacts from 'then' and 'now'. • Ask and answer relevant basic questions about the past. • Ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events. • Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> • Use sources of information in ways that go beyond simple observations to answer questions about the past. • Use a variety of resources to find out about aspect of life in the past. • Understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> • Compare sources of information available for the study of different times in the past. • 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. • Make confident use of a variety of sources for independent research.



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Historical Interpretations

EYFS	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> • Relate own account of an event and understand that others may give different versions. • Describe changes within living memory and aspect of change in national life. • Describe events beyond living memory that are significant nationally or globally or events commemorated through festivals or anniversaries. • Describe significant historical events, people and places in own locality. 	<ul style="list-style-type: none"> • Understand that sources can contradict each other. • Make comparisons between aspects of periods of history and the present day. 	<ul style="list-style-type: none"> • Understand that the type of information available depends on the period of time studied. • Evaluate the usefulness of a variety of sources.

Organisation and Communication

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Talk, draw or write about aspects of the past. • Use a wide vocabulary of everyday historical terms. • Speak about how they have found out about the past. 	<ul style="list-style-type: none"> • Communicate own learning in an organized and structured way, using appropriate terminology. 	<ul style="list-style-type: none"> • Present findings and communicate knowledge and understanding in different ways. • Provide an account of a historical event based on more than one source.



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	<ul style="list-style-type: none"> • Record what they have learnt by drawing or writing. 		
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Understanding of Events, People and Changes

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Talk about past and present events in own life and in the lives of family members. 	<ul style="list-style-type: none"> • Understand key features of events. • Identify some similarities and differences between ways of life in different periods. • Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. (Florence Nightingale, Sue Ryder, Neil Armstrong, Samuel Pepys) 	<ul style="list-style-type: none"> • Describe changes in Britain from the Stone Age to the Iron Age. • Describe the Roman Empire and its impact on Britain. • Describe Britain's settlement by Anglo-Saxons including a local case study of St Edmund. • Describe a local history study. • Describe the influence of Ancient Greece on the western world. 	<ul style="list-style-type: none"> • Give some reasons for some important historical events. • Describe a chronologically secure knowledge and understand of British, local and world history, establishing clear narratives within and across the periods studied. • Note connections, contrasts and trends over time and show developing appropriate use of historical terms. • Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Study life beyond 1066 - Victorians & the rise of social democracy.



History

			<ul style="list-style-type: none">• Study a significant turning point in British History - Battle of Britain.• Study early civilization with a focus on Ancient Egypt.• Complete a Non-European study on early Islamic civilization.
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