

EYFS	
EYFS Curriculum Statements (Understanding The World - People and Communities/The World)	
<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>Begins to verbally sequence events of own day.</li> <li>Use everyday vocabulary learnt related to time to describe events (Eg: today, tomorrow, next, now, then).</li> <li>Order and sequences familiar events/our life cycle using everyday language related to time/pictures.</li> </ul>	<p><b>Significance and Interpretations:</b></p> <ul style="list-style-type: none"> <li>Can talk about special events with family and friends and why they're special (Eg: Birthdays, family celebrations).</li> </ul>
<p><b>Cause and Effect:</b></p> <ul style="list-style-type: none"> <li>Understands that things grow over time (Eg: plants, objects and living things).</li> <li>Understands how objects and living things grow and change over time.</li> </ul>	<p><b>Change and Continuity:</b></p> <ul style="list-style-type: none"> <li>Begins to notice similarities and differences between past events and now.</li> <li>Compare similarities and differences between past and present events, objects and living things.</li> </ul>
<p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>Acts out past events in play.</li> <li>Recall and talk about past and present events in own lives and family members.</li> <li>Shows curiosity/interest about other people and stories.</li> <li>Answer how and why questions in response to events (C&amp;L).</li> </ul>	<p><b>Source work:</b></p> <ul style="list-style-type: none"> <li>Look at a range of story books from the past and present.</li> <li>Can sort pictures into ones from the past and modern day.</li> </ul>
<p><b>Historical Vocabulary:</b> today, tomorrow, next, now, then, past, before, history</p>	

Year 1	
Key Skills and Concepts	
<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Describe things that happened to themselves and other people in the past.</li> <li>• Can depict on a timeline the sequence of a few objects and/or pieces of information (e.g. put the main features of cooking in chronological order on a timeline).</li> <li>• 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.</li> </ul>	<p><b>Significance and Interpretations:</b></p> <ul style="list-style-type: none"> <li>• Can consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer).</li> </ul>
<p><b>Cause and Effect:</b></p> <ul style="list-style-type: none"> <li>• Can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Gunpowder Plot).</li> </ul>	<p><b>Change and Continuity:</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between things that happened in the past and the present.</li> <li>• Can identify a few similarities, differences and changes occurring within a particular topic</li> </ul>
<p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Can ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers as sentences).</li> <li>• Identify different ways in which the past is represented</li> <li>• Explore events, look at pictures and ask questions i.e. “Which things are old and which are new?” or “What were people doing?”</li> </ul>	<p><b>Source work:</b></p> <ul style="list-style-type: none"> <li>• Can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a local hero or heroine, such as from pictures, artefacts or a story).</li> <li>• Look at objects from the past and ask questions i.e. “What were they used for?” and try to answer.</li> </ul>
<p><b>Historical Vocabulary:</b> past, before, now, yesterday, then, long ago, before I was born, when I was younger, when my parents/carer was young, changes to now, rich, poor, local, national, important</p>	

Year 2	
Key Skills and Concepts	
<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Recount changes in my own life over time.</li> <li>• Use dates to chart some important events.</li> <li>• Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. select a range of castles place on a timeline).</li> <li>• Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').</li> </ul>	<p><b>Significance and Interpretations:</b></p> <ul style="list-style-type: none"> <li>• Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life of a famous explorer).</li> </ul>
<p><b>Cause and Effect:</b></p> <ul style="list-style-type: none"> <li>• Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot).</li> </ul>	<p><b>Change and Continuity:</b></p> <ul style="list-style-type: none"> <li>• Can identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences in aeroplanes from different decades).</li> </ul>
<p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Can plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful).</li> <li>• Identify different ways in which the past is represented.</li> <li>• Use a wide range of information to answer questions.</li> </ul>	<p><b>Source work:</b></p> <ul style="list-style-type: none"> <li>• Look at a range of sources to find out about the past (e.g. books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet).</li> <li>• Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a Knight)</li> </ul>
<p><b>Historical Vocabulary:</b> past, before, now, then, present, period, long ago, before I was born, changes to now, rich, poor, local, national, global, important, significant, impact</p>	

Year 3	
Key Skills and Concepts	
<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>• Timelines are used to show an understanding of the chronological order of history studied so far.</li> <li>• Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).</li> </ul>	<p><b>Significance and Interpretations:</b></p> <ul style="list-style-type: none"> <li>• Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Ancient Greece).</li> <li>• Can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Ancient Greeks).</li> </ul>
<p><b>Cause and Effect:</b></p> <ul style="list-style-type: none"> <li>• Can describe some relevant causes for, and effects on, some of the key events and developments covered.</li> </ul>	<p><b>Change and Continuity:</b></p> <ul style="list-style-type: none"> <li>• Can make valid statements about the main similarities, differences and changes occurring within topics learnt in Year 3.</li> </ul>
<p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Explore the idea that there are different accounts of history.</li> <li>• Ask questions and find answers about the past.</li> <li>• Can ask valid questions for enquiries and answer using a number of sources.</li> </ul>	<p><b>Source work:</b></p> <ul style="list-style-type: none"> <li>• Use a range of sources as evidence of the past (documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites).</li> <li>• Can understand how sources can be used to answer a range of historical questions.</li> <li>• There is some awareness that different sources of evidence give a variety of information about the past.</li> </ul>
<p><b>Historical Vocabulary:</b>  past, before, now, then, present, period, decade, century, long ago, before I was born, changes to now, stayed the same, primary source, impact, significant, continuity, change, prehistoric, artefact, BC/AD</p>	

Year 4	
Key Skills and Concepts	
<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Order significant events and dates on a timeline.</li> <li>• Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.</li> <li>• Timelines are used to chart changes (eg: how flight has evolved over time).</li> </ul>	<p><b>Significance and Interpretations:</b></p> <ul style="list-style-type: none"> <li>• Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant).</li> <li>• Can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).</li> </ul>
<p><b>Cause and Effect:</b></p> <ul style="list-style-type: none"> <li>• Can comment on the importance of causes and effects for some of the key events and developments within topics.</li> <li>• Identify some of the things I have studied from the past that influence life today.</li> </ul>	<p><b>Change and Continuity:</b></p> <ul style="list-style-type: none"> <li>• Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics.</li> <li>• Describe similarities and differences between people, events and artefacts studied.</li> </ul>
<p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</li> <li>• Different accounts and interpretations are thoroughly explored and presented with well-reasoned arguments for which may be the most accurate or reliable.</li> <li>• Evidence is sifted and carefully selected to gain a thorough understanding of history studied.</li> </ul>	<p><b>Source work:</b></p> <ul style="list-style-type: none"> <li>• Use a range of sources as evidence of the past (documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites).</li> <li>• Can recognise possible uses of a range of sources for answering historical enquiries.</li> <li>• Look at different versions of the same event in history and identify differences.</li> <li>• Know that people in the past represent events or ideas in a way that persuades others.</li> </ul>

**Historical Vocabulary:**  
Duration, period, era, concurrent, during this time, previously, compared to empire, migration, conquest, invade, conquer, cause, effect, rebellion, BC/AD, similarity, difference, reliable, invader

**Year 5**

**Key Skills and Concepts**

<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms.</li> <li>• The concept of change within a time period is understood and presented in a logical and interesting way.</li> <li>• Describe the main changes in a period in history.</li> </ul>	<p><b>Significance and Interpretations:</b></p> <ul style="list-style-type: none"> <li>• Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Egyptians).</li> <li>• Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about Sparta).</li> </ul>
<p><b>Cause and Effect:</b></p> <ul style="list-style-type: none"> <li>• Can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain).</li> <li>• Describe how some of the things studied from the past affect/influence life today.</li> </ul>	<p><b>Change and Continuity:</b></p> <ul style="list-style-type: none"> <li>• Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change.</li> </ul>
<p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>• Plan and present a self-directed project or research about the studied period.</li> <li>• Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Vikings from several sources and reach a conclusion at the end of an enquiry).</li> </ul>	<p><b>Source work:</b></p> <ul style="list-style-type: none"> <li>• Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources).</li> <li>• Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>• Evaluate evidence to choose the most reliable forms.</li> </ul>

<ul style="list-style-type: none"> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is selected and investigated and there are some good examples of conclusions.</li> <li>There is a growing awareness of the need to look at more than one source of evidence (documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites).</li> </ul>
<p><b>Historical Vocabulary:</b> Duration, period, era, concurrent, chronology, context, the duration of..., continuing on from..., BC/AD, democracy, myth, global, reliable, interpretation, viewpoint, bias</p>	

<p><b>Year 6</b></p>	
<p><b>Key Skills and Concepts</b></p>	
<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events).</li> <li>Identify and compare changes within and across different periods.</li> <li>Understand how some historical events occurred concurrently in different locations (ie: Ancient Egypt and Prehistoric Britain).</li> <li>Times of continuity and change are identified and described in a number of interesting ways, along with a number of well-considered possible reasons.</li> </ul>	<p><b>Significance and Interpretations:</b></p> <ul style="list-style-type: none"> <li>Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Mayans).</li> <li>Can explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games).</li> </ul>
<p><b>Cause and Effect:</b></p> <ul style="list-style-type: none"> <li>Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the political leaders in WWII were such successful leaders and how important this was in their success).</li> </ul>	<p><b>Change and Continuity:</b></p> <ul style="list-style-type: none"> <li>Can compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time).</li> </ul>

<ul style="list-style-type: none"> <li>Describe how some of the things studied from the past affect/influence life today.</li> </ul>	
<p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>Plan and present a self-directed project or research about the studied period.</li> <li>Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Churchill, select appropriate evidence and use this to produce a valid conclusion.</li> <li>Give reasons why changes may have occurred, backed up by evidence.</li> </ul>	<p><b>Source work:</b></p> <ul style="list-style-type: none"> <li>Use a range of sources as evidence of the past (documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites).</li> <li>Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).</li> <li>Evaluate evidence to choose the most reliable forms.</li> <li>Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul>
<p><b>Historical Vocabulary:</b> Duration, period, era, concurrent, chronology, context, the duration of..., the narrative of history, BC/AD, significance, discovery, invention, prosperity, causation, diversity, progression, global, reliable, interpretation, viewpoint, bias</p>	