



Areas of learning	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of the past, events, people and change.	Remember and talk about significant events in their own experiences.	To talk about past personal experiences within their own lives. To recognise the difference between the past and now. To know the name of a significant living Monarch and two facts about their life.	Describe a significant person from the past. Describe changes in their own lives. Recognise a difference between past and present.	Give reasons to explain the way people acted in the past. Recount changes in their own lives. Show understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace. Ask questions such as: what was it like for people?	Describe the changes that have happened in the locality of the school throughout history. Describe the social, ethnic, cultural or religious diversity of past societies. Describe the characteristic features of the past, including ideas or beliefs. Find out about everyday lives of the people.	Describe the social, ethnic, cultural and religious diversity of a past society. Describe the belief, attitudes and experiences of men, women and children in the past. Look for links and effects in the time studied.	Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of a past society. Describe the characteristic features of the past. Describe the main changes in a period of history using terms such as social, religious or political.	Give a broad view of life from medieval to Tudor times. Describe the social, ethnic, cultural or religious diversity of a society. Describe the beliefs, attitudes and experiences of the past. Describe the main changes within a period of history.
Chronological understanding	Recognise the difference between past and present in their own lives. (Me in the World)	To use language to describe an event that happened in the past such as, "yesterday, then, long ago, in the past". To match objects to people of different ages.	Label timelines with past, present, older and newer. Ask questions about the past. Use words and phrases such as long time ago, recently, decades and centuries. Sequence events in their lives.	Order events and artefacts in timelines using appropriate time related vocabulary. Use dates to label events. Describe the passing of time with time related vocabulary.	Place events, artefacts and historical figures on a time line using dates, whilst understanding the concept of change over time. Use BC and AD dates to describe events. Use appropriate historical vocabulary to communicate including dates, time period, era, change and chronology.	Place events, artefacts and historical figures on a BC/AD time line with understanding of the concept of change over time. Use appropriate historical vocabulary to communicate including dates, time, era, change and chronology.	Understand the concepts of continuity and change over time representing them along with evidence on a time line. Use BC/AD accurately when describing events. Use appropriate historical vocabulary including dates, time, era, chronology, continuity, change, century, decade and legacy.	Represent continuity and change over time on a timeline. Use historical vocabulary: dates, era, chronology, continuity, change, century, decade, legacy.

Historical enquiry	Read different versions of the same (traditional stories).	Use stories to encourage children to distinguish between fact and fiction.	Look at evidence and find answers about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Find answers to simple questions about the past.	Show an interest in British history and understanding of Britain as a nation. Use artefacts, pictures, stories, online sources to answer questions about the past.	Use evidence to find answers to questions about the past. Suggest some suitable sources of evidence for historical enquiry. Observe small details from artefacts and pictures.	Suggest suitable sources of evidence for historical enquiry. Use more than one source of evidence to gain an accurate understanding of history. Ask a variety of questions.	Select suitable sources of evidence, giving reasons for choices and use them to deduce information. Analyse a range of evidence in order to justify claims about the past. Communicate knowledge and understanding of a particular time period using information.	Select suitable sources of evidence to deduce information, giving reasons for choices. To use sources of information to form testable hypothesis about the past. Locate and analyse a range of evidence to justify claims about the past.
Historical contexts and interpretation	Know about similarities and differences between themselves and others.	Know and recount episodes from their own and others' past, saying why it happened.	Describe a historical event. Use stories to distinguish fact and fiction.	Describe a historical event. Identify some different ways the past has been represented.	Suggest causes and consequences of some of the main events and changes in history. Look at	Compare different accounts of an event and explain why accounts may differ. Ask questions about primary and secondary sources to find answers. Suggest cause and consequence of the main events and changes in history.	Understand that no single source of evidence gives the full answer to questions about the past. Offer some reasons for different versions of events.	Show an awareness of propaganda and how historians must understand social context of evidence studied. Understand that no single source of evidence can give a complete answer. Discard sources which are inappropriate to line of enquiry.
Organisation, communication and evaluation	Talk about events in their own experiences that are important to them	Recognise the difference between past and present in their own and others' lives.	Communicate knowledge through drawings, role play, making models.	Communicate knowledge through drawings, role play, making models, further discussion, and writing.	Communication through writing and computing skills to give information about the past.	Use literacy, numeracy and computing skills to communicate information about the past.	Use literacy, numeracy and computing skills to a good standard to communicate information about the past.	Use literacy, numeracy and computing skills to a good standard to communicate information about the past, and begin to select and suggest own ways of presentation.