

| Work likely in | 1. Chronological knowledge / understanding | 2. Historical terms e.g empire, peasant | 3. Historical enquiry - Using evidence / Communicating ideas | 4. Interpretations of history | Ask questions relating to: Continuity and change in and between periods | Ask questions relating to: Cause and consequence | Ask questions relating to: Similarity /Difference within period/situation (diversity) | Ask questions relating to: Significance of events / people |
|-----------------------|--|---|---|--|---|--|---|---|
| Early Years | *Use everyday language related to time Order and sequence familiar events ,Describe main story settings, events, characters, Talk about past and present events in their own lives and in lives of family members. | Extend vocab especially by grouping and naming, exploring meaning and sounds of new words Talk about and describe my home and the way I live, e.g. day to day life, things I do, my house, my family etc. | Answer 'how' and 'why' questions ... in response to stories or events Explain own knowledge and understanding Talk about and describe artefacts from the past and present | | Question why things happen and give explanations | Question why things happen and give explanations | Know about similarities and differences between themselves and others, and among families, communities and traditions | Recognise and describe special times or events for family or friends |
| Key Stage One | Develop an awareness of the past Sequence events ,photos or objects in chronological order Identify similarities / differences between periods | Use a wide vocabulary of everyday historical terms Use common words and phrases relating to the passing of time a long time ago, recently, when my Younger/older, years, decades, centuries | Use a wide vocabulary of everyday historical terms Use common words and phrases relating to the passing of time ;a long time ago, recently, when my Younger/older, years, decades, centuries | Identify different ways the past is represented Look at books, videos, photographs, pictures and artefacts to find out about the past. Sort artefacts into "then" and "now" Look at photos of the same place over t-me. Look at objects from the past and ask questions i.e, "How were they used?" | Identify similarities / differences between ways of life at different times Can I understand that we have a queen who rules us and that Britain has had a king or queen for many years? | Recognise why people did things, why events happened and what happened as a result | Make simple observations about different types of people, events, beliefs within a society Recognise that despite our differences of culture or religion we are all part of one human family and our similarities should encourage us to treat one another with dignity and respect. VALUES Appreciate that many views held today were not held in the past. | Talk about who was important e.g in a simple historical account |
| Key Stage Two | Continue to develop chronologically secure knowledge of history | Develop the appropriate use of historical terms Develop use of appropriate subject terminology, such as: empire, civilisation, monarch | Ask and answer questions Understand some ways we find out about the past | Understand that the past is represented and interpreted in different ways and give reasons for this. Understand and explain the reasons for, and results of, key historical events. | Compare and contrast the distinctive features of past societies. | Identify and give reasons for, historical events, situations, changes Look in more depth at the causes of events Interpret and evaluate a key historical event from more than one perspective or view point. | Describe social, cultural, religious and ethnic diversity in Britain & the wider world Understand that our life today has been built from the wide cultural, religious and social beliefs of those in the past and that some of them still influence us today. Recognise that Britain has always been a diverse nation and explain this with reference to their previous learning | Identify historically significant people and events in situations Give reasons why some events, people or developments are seen as more significant than others Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods. |