



Early Years Foundation stage Early Learning Goals	Key stage 1 National curriculum expectation	Key stage 2 National curriculum expectation
<p>Understanding the World ELG: Past and Present Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. <p>Communication and Language ELG Speaking Children at the expected level of development will: -</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. History 190 In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066



	<p>Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world • A non-European society that provides contrast with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
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Chronological Awareness						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can tell you about something that happened yesterday, like “remember when we went to the park and had a green apple and came home”.</p> <p>I can talk about what we are doing now, and what might happen later or tomorrow.</p>	<p>Sequence events or 2 related objects in order</p> <p>Use words and phrases old, new, young, days, months</p> <p>Remember parts of stories and memories about the past.</p>	<p>Recount changes in own life over time</p> <p>Put 3 people, events or objects in order using a given scale</p> <p>Uses words and phrases such as recently, before, after, now, later</p> <p>Uses past and present when</p>	<p>Uses timelines to place events on order</p> <p>Understands timeline can be divided into BC and AD</p> <p>Uses words and phrases such as century, decade.</p>	<p>Uses words and phrases such as decade, century, decade AD, BC, after, during, before</p> <p>Divides recent history into present, using 21st century, and the past 19th and 20th centuries</p> <p>Names and places dates of significance events</p>	<p>Uses timelines to place and sequence local, national and international events</p> <p>Sequences historical periods</p> <p>Describe events using words and phrases such as century, decade, BC and AD, after, before, during the Victorian period</p>	<p>Uses timelines to place events, periods and cultural movements from around the world</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion, and society</p> <p>Uses these key points as reference points: BC,AD, Romans, Tudors,</p>



<p>I can use words like “first”, “next” and “then” when I am telling you a story or telling you about something I have done.</p>		<p>telling others about an event</p>		<p>from the past on a timeline</p>	<p>Identifies changes within and across historical periods.</p>	<p>Victorians and today.</p> <p>Describes main changes in a period in History using words such as social, religious, political, technological and cultural</p> <p>Names date of any significant event studied from past and place it correctly on a timeline</p>
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<p>Knowledge and Understanding</p>						
<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>I can remember times that are special to me and talk about them, like the first day I got my scooter.</p> <p>I can talk about people and times that are special to me and my family and friends, like</p>	<p>Tell the difference between past and present in their own and other people’s lives</p>	<p>Use information to describe the past.</p> <p>Use information to describes differences between then and now Recount main events from a significant time in History</p>	<p>Use evidence to describe past homes and settlements, culture and leisure activities, people’s belief and attitudes and difference between rich and poor</p>	<p>Show knowledge and understanding by describing features of past societies and periods</p> <p>Identify some ideas, beliefs, and attitudes of past cultures giving</p>	<p>Identify social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Give short term causes and consequences of the main events,</p>	<p>Choose reliable sources of factual evidence to describe aspects of life, beliefs and attitudes and differences in status</p> <p>Identify how aspects of life have changed during a</p>



<p>“remember the party when we had fireworks and big bangs”.</p>		<p>Use evidence to explain reasons why people in the past acted as they did.</p>	<p>Use evidence to find out how any of these changes may have changed during a period of time</p>	<p>reasons for these differences Describe how some past events/people affect life today</p>	<p>situations and changes in the periods studied. Identify changes and links within and across time periods studied.</p>	<p>period of time and give reasons backing it up with evidence Describe how some changes affect life today</p>
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Historical Context						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Begins to identify and recount some details from the past from stories/pictures</p>	<p>Look at books, pictures, eye-witness accounts, or objects to find information then and now Ask questions</p>	<p>Use a range of resources to collate information about the past Identify the differences between fact and opinion Look at 2 different versions of the same event and viewpoints and</p>	<p>Understand the differences between primary and Secondary sources Give reasons why there maybe different accounts of history Ask questions</p>	<p>Question the reliability of source material and give reasons why something might not be reliable Realise that there is often not a single answer to historical questions and give reasons why there may be different accounts</p>	<p>Evaluate the usefulness and accuracy of different sources understanding The effect of facts and opinions including bias Form own opinions about historical events from a range of sources Select the most appropriate source</p>



			identify differences in accounts			material using primary and secondary for a particular task.
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Organisation and Communication						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I ask lots of questions and answer your questions too.	Show knowledge and understanding about the past in different ways (role play, drawing, writing, talking)	Describe objects, people and events Write own date of birth Write simple stories and recounts about the past Draw labelled diagrams and write about them to tell others about people, events and objects from the past.	Present findings about the past using speaking, writing, ICT and drawing skills Use dates and terms increasing accuracy Discuss different ways of presenting information for different purposes	Present findings about the past speaking, writing, maths, (data handling) ICT, drama and drawing skills Uses dates and terms accurately Chooses most appropriate way to present information to an audience Use subject specific words such as Monarch, settlement, invader	Present findings about the past speaking, writing, maths, (data handling) ICT, drama and drawing skills Uses dates and terms accurately Chooses most appropriate way to present information to an audience	Present information in an organised and clearly structured way Makes uses of different ways of presenting information Present information in the most appropriate way Makes accurate use of specific dates and terms