

# HISTORY EYFS and KS1

KNOWLEDGE	EYFS	Year 1	Year 2
<b>Within living memory</b>	<p>Three &amp; four year olds: Begin to make sense of their own life-story and family's history.</p> <p>Chn in Reception: Comment on images of familiar situations from the past.</p> <p>ELG: Talk about the lives of the people around them and their roles in society.</p>	<p>Know that the toys their grandparents played with were different to their own</p> <p style="text-align: center;">Organise a number of artefacts by age</p> <p>Know what a number of older objects were used for Know the main differences between their school days and that of their grandparents</p>	
<b>Beyond living memory</b>	<p>Chn in Reception: Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>		<p>Know about an event or events that happened long ago, even before their grandparents were born</p> <p>Know what we use today instead of a number of older given artefacts</p> <p>Know that children's lives today are different to those of children a long time ago</p>
<b>Lives of significant people</b>	<p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Name a famous person from the past and explain why they are famous</p>	<p>Know about a famous person from outside the UK and explain why they are famous</p>
<b>Local history</b>		<p>Know the name of a famous person, or a famous place, close to where they live</p>	<p>Know how the local area is different to the way it used to be a long time ago</p> <p>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</p>

SKILLS	Year 1	Year 2
<b>Chronological Knowledge</b>	Sequence pictures to illustrate a story about the past. Use a range of words relating to the passing of time such as before, past, long ago show knowledge of change in my own life use a range of everyday words relating to the passing of time, such as before, past, long ago	Produce a simple timeline which represents information in the correct chronological order sequence a number of events or objects on a timeline use a broader range of terms relating to the passing of time; before, after, long ago, months, years
<b>Historical Comprehension</b>	I listen to information from simple stories about the past show knowledge of change in my own life begin to demonstrate how objects have changed over time, such as toys	learn about the past from stories and eyewitness accounts give a reason for an event or action relating to other people in other times
<b>Historical Analysis</b>	understand and see the past through a limited range of ways e.g. stories, songs, pictures, oral accounts, artefacts and visits	view and understand the past through a broader range of ways eg. Photos, museums visits, artefacts, experience days, visitors, newspaper accounts demonstrate knowledge of how objects have changed over time recognise differences between ways of life in the past
<b>Research and Enquiry</b>	talk about a source, recognising that I can get information in different ways, such as a photo, picture, artefact	use sources of information to make statements about the past that go beyond simple observation begin to ask and answer my own questions choosing and using parts of stories and key features of events

# HISTORY KS2

KNOWLEDGE	Year 3	Year 4	Year 5	Year 6
<b>Stone age to 1066</b>	<p>Know how Britain changed between the beginning of the stone age and the iron age</p> <p>Know the main differences between the stone, bronze and iron ages</p> <p>Know what is meant by 'hunter-gatherers'</p>	<p>Know how Britain changed from the iron age to the end of the Roman occupation</p> <p>Know how the Roman occupation of Britain helped to advance British society</p> <p>Know how there was resistance to the Roman occupation and know about Boudica</p> <p>Know about at least one famous Roman emperor</p>	<p>Know how Britain changed between the end of the Roman occupation and 1066</p> <p>Know about how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</p> <p>Use a timeline to show when the Anglo-Saxons were in England</p>	<p>Know where the Vikings originated from and show this on a map</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict</p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons</p>
<b>Beyond 1066</b>				<p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>Know how Britain has had a major influence on the world</p>
<b>Local study</b>			<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time</p>	

<p><b>Ancient ancients</b></p>		<p>Know about, and name, some of the advanced societies that were in the world around 3000 years ago</p> <p>Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</p>		
<p><b>Civilizations from 1000 years ago</b></p>				<p>Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</p> <p>Know why they were considered an advanced society in relation to that period of time in Europe</p>
<p><b>Ancient Greece</b></p>	<p>Know some of the main characteristics of the Athenians and the Spartans</p> <p>Know about the influence the gods had on Ancient Greece</p> <p>Know at least five sports from the Ancient Greek Olympics</p>			

SKILLS	Year 3	Year 4	Year 5	Year 6
<b>Chronological Knowledge</b>	Describe some of the main events, people and periods studied. Understand the concepts of BC and AD and the be able to order events.  Use dates and other historical vocabulary (AD, BC etc.)	Place people and periods into chronological order.  Placing events in their broader historical context.	Produce structured work, making appropriate use of dates and terms Describe some of the main events, people and periods studied.  Identify characteristic features of past societies and periods.	Considering the order in which things happened, using dates, vocabulary and chronological conventions.  Building up an historical overview or framework of periods.  Identify themes in chronologies studied.
<b>Historical Comprehension</b>	Imagine themselves in the role of the people of the time.  Suggest reasons for individual's actions.	Identify how individual hopes, intentions, beliefs, motives and decisions shaped their actions.	To consider how and why people responded to events/actions of individuals.  Understand how we learn from events of the past and the importance of studying them.	Make empathetic judgements about the person and their actions in the context of the period.  State ethical judgments clearly based on hindsight and the values and ethical issues of today.
<b>Historical Analysis</b>	Identify what a primary and secondary source is.  Ask 'how, why, who, what, where' questions about primary sources.  Understand bias.  Understand that sources build our view of the past.	Describe what the difference between a primary and secondary source is.  Use sources to answer questions.  Consider bias in the context of why a secondary source was created  Compare sources and generate questions.	Use sources to help explain historical events.  Recognise that historians must consider the viewpoint of sources.  Compare sources and highlight differences and similarities.	Evaluate multiple sources to answer historical questions. Identify the credibility of primary sources.  Analyse causes and consequences.  Assess and evaluate relative importance and significance at the time.
<b>Progression of Events</b>	Identify historical events and changes.  Suggest causes and consequences for events.  Identify the importance of the events.	Identify and describe historical events and changes  State causes and consequences of these events.  Discuss the importance of the events for the relevant time.	Identify and describe historical events and changes.  Suggest impacts of events on future time periods. State causes and consequences of these events.  Evaluate the importance of the events for the relevant time.	Identify and describe historical events, situations and changes. Noting 'triggers' of these historical events.  Explain impact of events on future time periods.  Suggest some reasons for different interpretations of the past. Use sources to identify the diversity of different societies.

<b>Research and Enquiry</b>	Make notes using a range of sources on a specific theme.  Ask relevant questions	Research a time period and order notes effectively.  Ask relevant and increasingly probing questions.	Establish historical lines of enquiry. Conduct research projects based on these.  Obtain data/research and collate in a structured way. (oral, written, computer etc.)	Investigate historical issues or lines of enquiry.  Identify gaps in research.  Generate further questions from historical findings through discussion and debates.
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