

Disciplinary Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Learn of events and changes that have happened to themselves.</p> <p>Events can be put into an order of when they happened.</p> <p>Use everyday language related to time.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p>	<p>Introduce children to concept of timeline.</p> <p>Plot events on to a simple timeline.</p> <p>Use common words and phrases relating to the passing of time, e.g., first, next, then.</p> <p>Place objects in chronological order.</p>	<p>Sequence objects chronologically and identify features of old and modern, e.g., boats.</p> <p>Put events and people on to a timeline, e.g., Christopher Columbus in relation to personal timelines explored in Year 1.</p>	<p>Introduce the terms BC and AD (BCE and CE).</p> <p>Place Stone Age, Iron Age and Romans on to timeline in relation to personal timelines explored in Year 1.</p>	<p>Use terms to relate to the period and begin to date events.</p> <p>Place current study (Egyptians and Greeks) on a timeline in relation to previous years.</p> <p>Separate out timeline from Britain from global events and recognise that some events are more globally significant than others.</p>	<p>Make comparisons between different times in history.</p> <p>Place world history events on a timeline using the correct dates and labels.</p> <p>Place current study (Anglo Saxons, Vikings, Islamic civilisations) on a timeline in relation to previous studies.</p>	<p>Annotate a timeline with historical terms and facts showing a sense of historical scale.</p> <p>Place current study (WWII, Slavery) on a timeline in relation to previous studies.</p> <p>Comment on trends that happen over time.</p>
Continuity and Change	<p>Identify that some things within living memory have changed and some things have stayed the same, e.g., growing up.</p> <p>Changes of seasons, growth and materials.</p>	<p>Identify changes over time across periods of time through photographs and objects, e.g., toys</p>	<p>Describe differences between 'now' and 'then', e.g., transportation.</p>	<p>Identify key things that stayed the same and changed between periods of the Stone Age and the Iron Age.</p>	<p>Understand how Britain changed through Roman invasion, e.g., transportation, housing, engineering.</p> <p>Identify the continuities of Greek</p>	<p>Comparing changes and continuities of Early Islamic civilization (Baghdad and Anglo-Saxon – Viking Britain).</p>	<p>Understand that there are times in history when change happens suddenly, and these times can be referred to as a turning point in history.</p> <p>Identifying the continuity and</p>



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					achievements and inventions from then to now, e.g., democracy, beliefs.		change from post war Britain to the modern day through comparison of either laws/ leadership, housing, innovations or society
Cause and Consequence	Identifying that certain choices have a consequence to them.	Identify that changes have happened in history can have impact on what happens today, e.g., development of technology and toys.	Identify that changes in history have had important consequences, e.g., development of exploration.	Understand the major causes of advancements from Stone to Bronze to Iron and how these impacted globally, nationally and locally. Identify what caused the shift in hunter-gathering to settlements.	Identifying the reasons for the invasion of Britain by the Roman and the impact that it had on Britain – identifying the effects on following civilizations and today. Investigate the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.	Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain, e.g., changes in housing, religion, language etc. Identifying that one event can have multiple effects – invasions of Britain by Anglo Saxons and Vikings.	Identifying local, national and global causes and the effect of them at different levels. Understand that one event can have multiple consequences that impact on many countries and civilisations, e.g. WWII
Similarity and Difference	Children know that some things are old and some are new and there are	To know there are similarities and differences between old and	Children identify differences and similarities between past and present,	Children begin to compare and contrast common areas of human	Children begin to compare and contrast a characteristic of	Children’s findings can compare and contrast an aspect of history in	Children’s findings can compare and contrast wartime/

	<p>similarities and differences between the two.</p> <p>Personal, Social, Emotional Development – recognising differences between peers.</p> <p>Discrete teaching across several areas of EYFS.</p>	<p>new objects, e.g., toys.</p>	<p>e.g., methods of transportation.</p> <p>Children can compare and contrast using similarities and differences to make comparisons between two periods/ eras, e.g., the voyage on the Mayflower to voyages children would take today.</p>	<p>concern (include the need for food, survival, shelter and warmth and the development of technology) over the periods of Stone Age/Iron Age and the Egyptian civilisations.</p>	<p>different civilisations e.g., rulers, everyday life, homes and work, cities, government, leadership, forms of writing, numerical systems, art, religion, architecture, technology and innovations, social structures. e.g., how did the Greeks rule differently to the Romans.</p>	<p>different time periods and civilisations e.g., beliefs, leadership, lifestyle, technology, innovation.</p> <p>Findings show that the thread of migration has features in common across time periods e.g., migration due to the desire to conquer and resettle</p>	<p>post war Britain to modern day.</p>
<p>Historical Significance</p>	<p>Understand that some events and people from history are important because they have achieved something or had an effect.</p>	<p>Identifying why there are some people from history are important because they have achieved something or had an effect, e.g., Guy Fawkes.</p> <p>Begin to understand what makes someone or something significant.</p>	<p>Identifying why certain people/events are significant in the wider context of history, e.g., Christopher Columbus.</p> <p>Understand that some significant events have an impact locally, nationally, and globally, e.g., The</p>	<p>Identifying why advancements in Stone, Bronze and Iron Ages were significant to the development of Britain.</p>	<p>Identify why individuals were significant for both Roman and British history.</p> <p>Identify why advancements and achievements in Ancient Greece were significant.</p>	<p>Identifying the significance of Early Islamic achievements and their impact on life today.</p>	<p>Understanding the significance of WW2 on a local, national and global scale.</p>

			Mayflower and the city of Plymouth.				
Historical Interpretation			Children know that there are potential weaknesses in the interpretation of some sources such as eyewitness accounts e.g., Samuel Pepys.	Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence. Express preferences and personal responses to topics being studied and back-them up with evidence / facts.	Identify why interpretation of different sources is critical to our understanding of the past. Identify why interpretations can change considering new evidence.	Interpreting and compared their achievements to make a judgement on their significance – which achievements were more impressive?	Use primary and secondary sources to explore bias and understand that there are different interpretations of the same event written from different viewpoints. Interpreting the impact of WW2 as a turning point in British history in the context of then and now
Sources and Evidence.		Use pictures and photographs to extract some information about the past. Begin to recognise different ways we can learn about the past, e.g., images, objects, first-hand witnesses.	Use a range of sources, e.g., pictures, photos, artefacts, stories, text books, field trips etc to extract some information about the past. Begin to piece together clues from a variety of different sources.	Consider the range of sources available when we study different historical periods e.g., why is it difficult for us to know about the Stone Age?	Consider the range of sources available when we study different historical periods, e.g., why do we know much more about the Romans than we do on the Stone Age? Introduce the concepts of primary and secondary sources. Compare	Accept, reject and comment on how useful sources are when carrying out research.	Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion. Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when



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					the validity and accuracy of both.		investigating historical sources.
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