

	Settlements	Authoritative Figures	Invasion	Development
	EYFS	Year 1	Year 2	
Chronological Understanding	To place events (pictures or texts in order) To place events (pictures or text) in order To place numbers in order To use words that indicate the past (see vocabulary progression grid) To identify how, as people, they have changed since birth To identify artefacts/photos that are from the past	To recall past events (memories) and changes that have happened in their own lives To recognise that some objects and people are from the past. To place key events/pictures/artefacts on a timeline before or after other main events on a simple timeline. To use words and phrases relevant to the past (see vocabulary progression grid).	To sequence artefacts and events that are close together in time. To order dates from earliest to latest on a simple timeline (3 dates/events) To use vocabulary and phrases to show the passing of time (see vocabulary progression grid)	
Cause and Consequence	To talk about the lives of the people around them and their roles in society. To ask questions about why things happen and give explanations To begin to identify what made/makes some things happen	To recognise some causes of historical or significant events or changes To begin to identify consequences of historical or significant events To begin to understand that life, situations and methods changed following significant events Why did Florence Nightingale need to change the things that she did when nursing?	To understand that there are reasons why people in the past acted as they did. To identify causes of events and their consequences from the past To understand how life, situations and methods changed following significant events Who or what was to blame for the Great Fire of London? What caused the fire to spread so quickly?	
Change and Continuity	To talk about changes that have happened to themselves or others. How have you changed since you were a baby?	To recognise some similarities and differences between the past and the present. How have Florence Nightingale and Mary Seacole changed nursing over time?	To identify similarities and differences between ways of life in different time periods. How have things changed for the better since the Great Fire of London?	
Similarity and Difference	To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. How is my life the same/different to my friend's?	To recognise some similarities and differences between individuals. To recognise some similarities and differences between objects from the present day and the past? How have toys and games changed over time?	To identify similarities and differences between societies. How was life different to a rich/poor Victorian?	
Historical Significance	To understand the past through settings, characters and events encountered in books read in class and storytelling.	To recognise why certain individuals are significant in history (achievements and impact) Why is Florence Nightingale/Mary Seacole remembered?	To identify why certain people/events are significant in the wider context of history. Why was the GFOL seen as a significant event?	

Sources and Evidence (Interpretation)	To comment on images of familiar situations in the past. To use stories or accounts to distinguish between fact and fiction.		To look at a source to find answers to questions about the past. To choose and select evidence (from a selection provided) and say how it can be used to find out about the past. To look at more than two versions of the same event in history and identify differences.

	Settlements	Authoritative Figures	Invasion	Development
	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	To develop a secure chronological knowledge of local, British and world history using dates (recapping on history topics and eras studied so far) To sequence several events, artefacts or historical figures on a timeline using dates and add short captions to add detail To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) as well as CE (common era) and BCE (before the common era) To use words and phrases related to a specific period time period (see vocabulary progression grid)	To continue to develop a secure chronological knowledge of local, British and world history using dates (recapping on history topics and eras studied so far) recognising that timelines can 'zoom in' on a certain era and' zoom out to show a larger timescale' which includes many eras To sequence several events and historical figures on a timeline using dates (with greater independence) and add information to explain these. To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) as well as CE (common era) and BCE (before the common era)	To continue to develop a secure chronological knowledge of local, British and world history using dates (recapping on history topics and eras studied so far) recognising that timelines can 'zoom in' on a certain era and' zoom out to show a larger timescale' which includes many eras To sequence a greater number of events and/or historical figures or movements on a timeline which they have learnt to plot and divide into intervals, accurately using dates and adding more detailed information to explain these. To describe the main changes within an historical period and place them in the correct order.	To continue to develop a secure chronological knowledge of local, British and world history using dates (recapping on history topics and eras studied so far) recognising that timelines can 'zoom in' on a certain era and' zoom out to show a larger timescale' which includes many eras To sequence a greater number of events, historical figures and movements on a timeline which they have plotted and divided into intervals, accurately using dates and adding more detailed information to explain these. To describe the main changes within an historical period and place them in the correct order.

		To use mathematical knowledge to work out how long ago different events took place. To use words and phrases related to a specific period time period (see vocabulary progression grid)	To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) as well as CE (common era) and BCE (before the common era) To begin to summarise the main events from a period of history, explaining the order of events and what happened.	To understand and show that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) as well as CE (common era) and BCE (before the common era) To accurately summarise the main events from a period of history, explaining the order of events and what happened.
Cause and Consequence	To use sources and evidence to find out about the cause of an event or a change in the past. To identify key consequences of an event or change in the past and be able to give reasons for these Why did the Romans invade Europe?	To begin to identify reasons for and the results of people's actions or the events that have taken place, showing understanding of why these were necessary Why did the Vikings come to Britain?	To identify and note connections, contrasts and trends over time, in the everyday lives of people. To begin to use appropriate historical terms such as culture (the institution of mining families and the culture surrounding them), religious (ancient Egyptians), economic (exploitation of child miners) and political (Children's Act and other acts of the time) when describing the past. Why were children expected to work in the Victorian era? How did mining evolve from Victorian times to the 1980s?	To examine causes and results of great events and the impact these had on people. To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. To use appropriate historical terms such as culture (women at work etc.), religious (persecution/discrimination of the Jews), economic (rationing, make do and mend etc.) and political (many aspects of WW2, Treaty of Versailles, leadership) when describing the past. To explain a historically significant event in terms of cause and effect(s) using evidence to support and illustrate their explanation. How did WWII change the world?
Change and Continuity	To find out about the everyday lives of people compared with our life today. How did the Romans change Britain? How did life change across the eras of the stone age?	To explain how people and events in the past have influenced life today, e.g Names of towns/cities derived from the Vikings How did the Vikings change Britain since the end of the Roman era?	To describe connections and contrasts between aspects of history, people, events and artefacts studied. How did working conditions change in the mines?	To use appropriate historical terms such as culture, religious, social, economic and political when describing the past. How did life change during WWII?
Similarity and Difference	To find similarities and differences between civilizations at the same time in	To describe connections (what is the same) and contrasts (what is different) between aspects of history, people, events and	To describe connections and contrasts between aspects of history, people, events and artefacts e.g within Ancient Egypt	To examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children

	history e.g. life in Ancient Rome compared to life in Britain at that time. Identify how life was different for people in the past What is the difference between how people lived in the Stone Age and how people lived in Roman Britain?	artefacts studied (e.g. commonalities in different periods or civilisations, invasion of Britain etc). To explain similarities and differences between an aspect of society (e.g. the religious beliefs of Anglo-Saxons and the native Britons) Identify how life was different for people in the past How did the invasion of the Vikings differ to that of the Romans?	How were the sacred monuments of Ancient Egyptians and Ancient Greeks similar and what does this tell us?	How did life before, during and after WWII compare?
Historical Significance	To find out why advancements in the Stone Age were significant to the development of Britain. To identify why our interpretation of the Stone Age is difficult due to limited primary sources or written evidence.	To identify historically significant people and events from a period of history, understanding what they did or made happen What was the significance of the Viking destruction of the monastery at Lindisfarne?	To identify historically significant people and events from a period in history. To describe the achievements of the Ancient Egyptians and their significance to human development. To explain why a person or event is deemed significant and the consequent changes that came about for people as a result of it/them. What was the significance of the discovery of Tutankhamun's tomb in Ancient Egypt?	To evaluate the significance of people and events in history, explaining clearly their/its importance and impact on people today. (Legacy)
Sources and Evidence (Interpretation)	To gather more detail from sources such as maps to build up a clearer picture of the past. To suggest sources of evidence to help answer questions to present findings. To look at more than two versions of the same event or story in history and identify differences.	To devise own questions to find answers about the past. To begin to undertake own research using a range of sources to find answers to posed historical questions. To find out and analyse a wide range of evidence about the past. To investigate different accounts of the same historical events and be able to explain some of the reasons why the accounts may be different.	To recognise when they are using primary and secondary sources of information to investigate the past. To use a wide range of different evidence to collect evidence about the past (such as ceramics, photographs, pictures, documents, sources, posters, online materials, artefacts, historical statues, figures, sculptures, historical sites etc) To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.	To use sources of information to form testable hypothesis about the past. To locate and analyse relevant information to justify claims about the past. To investigate own lines of enquiry by posing historically valid questions to answer. To show an awareness of the concept of propaganda.

		Were the Vikings vicious or were they just surviving?	To consider different ways of checking the accuracy of interpretations of the past. To understand the difference between primary and secondary evidence and the impact of this on reliability.	To know that people in the past represent events or ideas in a way that may be to persuade others. To begin to evaluate the usefulness of different sources.
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