



Key Learning Outcomes – Knowledge and Skills - HISTORY

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronological understanding	<p>I can talk about events that have happened in their life-times (e.g. birthdays, holidays, etc.)</p> <p>I know the concepts of past and present.</p>	<p>I can sequence events in their life.</p> <p>I can sequence 3 or 4 artefacts from different periods of time.</p> <p>I can match objects to people of different ages</p> <p>I know the word order</p> <p>I know events happen in time order</p>	<p>I can sequence artefacts closer together in time - check with reference book.</p> <p>I can sequence photographs etc. from different periods of their life.</p> <p>I can describe memories of key events in lives</p> <p>I know the words order and sequence</p> <p>I know events happen in chronological order</p>	<p>I can place the time studied on a time line or part time line.</p> <p>I can use dates and terms related to the study unit and passing of time</p> <p>I can sequence several events or artefacts</p> <p>I know what chronological means</p>	<p>I can place events from period studied on time line</p> <p>I can use terms related to the period and begin to date events</p> <p>I can understand more complex terms eg BC/AD</p>	<p>I know and sequence key events of time studied</p> <p>I can use relevant terms and period labels</p> <p>I can make comparisons between different time periods</p>	<p>I can place current study on time line in relation to other studies</p> <p>I can use relevant dates and terms</p> <p>I can sequence up to 10 events on a time line, using own knowledge and research materials</p>



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Range and depth of historical knowledge	<p>I can talk about a past event in their own life and someone from their family.</p> <p>I know what the word past means</p> <p>I know what History means</p> <p>I know who our ruling monarch is</p>	<p>I can recognise the difference between past and present in their own and others' lives</p> <p>I know and recount episodes from stories about the past</p> <p>I know at least one event that happened before I was born</p> <p>I know that historical events can be different around the world</p> <p>I know that history is the study of past events</p> <p>I know who our ruling monarch is</p> <p>I know some significant figures from history and their impact on us today</p> <p>I know when the Great fire of London happened and what caused it</p>	<p>I can recognise why people did things, why events happened and what happened as a result.</p> <p>I can identify differences between ways of life at different times.</p> <p>I know at least two different periods of time</p> <p>I know that some events have a worldwide impact</p> <p>I know there are different periods of time</p> <p>I know who our ruling monarch is and at least 2 other kings or queens</p> <p>I know some significant figures from history and their impact on us today</p> <p>I know when the Great fire of London happened and what caused it</p>	<p>I can find out about every-day lives of people in time studied</p> <p>Compare with our life today.</p> <p>I can identify reasons for and results of people's actions.</p> <p>I can understand why people may have wanted to do something</p> <p>I know at least three different time periods in chronological order</p> <p>I know some ancient historical events</p> <p>I know at least 4 rulers of England and the UK in chronological order</p> <p>I know some significant events from the Egyptian era and some beliefs and practises</p> <p>I know what happened when the Roman's invaded and their impact on Britain today</p>	<p>I can use evidence to reconstruct life in time studied</p> <p>I can identify key features and events of time studied.</p> <p>I can look for links and effects in time studied.</p> <p>I can offer a reasonable explanation for some events</p> <p>I know the order of time periods I have learnt about</p> <p>I know the difference between ancient and modern history</p> <p>I know at least 4 rulers of England and the UK in chronological order</p> <p>I know some significant events from the Egyptian era and some beliefs and practises</p>	<p>I can study different aspects of different people - differences between men and women</p> <p>I can examine causes and results of great events and the impact on people.</p> <p>I can compare life in early and late 'times' studied.</p> <p>I can compare an aspect of life with the same aspect in another period.</p> <p>I know the chronological order of changes in the UK</p> <p>I know the order of time from prehistoric to modern</p> <p>I know key rulers of England and the UK in chronological order</p> <p>I know the causes and impact of the first world war</p>	<p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>I can compare beliefs and behaviour with another time studied.</p> <p>I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>I know key dates, characters and events of the time period being studied.</p> <p>I know all vocabulary related to ordering time</p> <p>I know some of the rulers of England and the UK in chronological order</p> <p>I know the causes and impact of the first world war</p>



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Range and depth of historical knowledge		I know when the dinosaurs lived and how they became extinct	I know when the dinosaurs lived and how they became extinct	I know the importance of the stone age, bronze age and iron age	<p>I know what happened when the Roman's invaded and their impact on Britain today</p> <p>I know the importance of the stone age, bronze age and iron age</p>	<p>I know the causes and impact of the second world war</p> <p>I know some significant events from the Victorian era and the impact on Britain today</p> <p>I know the significance of the Vikings and their impact on Britain today</p> <p>I know who the Tudors were and their impact on Britain</p> <p>I know what causes the great plague, how it spread and its impact on the country</p>	<p>I know the causes and impact of the second world war</p> <p>I know some significant events from the Victorian era and the impact on Britain today</p> <p>I know the significance of the Vikings and their impact on Britain today</p> <p>I know who the Tudors were and their impact on Britain</p> <p>I know what causes the great plague, how it spread and its impact on the country</p>



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Interpretations of history	<p>I can use stories to begin to understand events that happened before their life-time.</p> <p>I can listen to adults telling talking about the past and recall facts.</p>	<p>I can use stories to encourage children to distinguish between fact and fiction.</p> <p>I can compare adults talking about the past - how reliable are their memories?</p>	<p>I can compare 2 versions of a past event.</p> <p>I can compare pictures or photographs of people or events in the past.</p> <p>I can discuss reliability of photos/ accounts/stories</p>	<p>I can identify and give reasons for different ways in which the past is represented.</p> <p>I can distinguish between different sources - compare different versions of the same story.</p> <p>I can recognise representations of the period - museum, cartoons etc</p>	<p>I can use the evidence available from teacher provided resources.</p> <p>I can begin to evaluate the usefulness of different sources.</p> <p>I can use text books and historical knowledge</p>	<p>I can compare accounts of events from different sources - fact or fiction, some selected by children.</p> <p>I can offer some reasons for different versions of events.</p>	<p>I can link sources and work out how conclusions were arrived at.</p> <p>I can consider ways of checking the accuracy of interpretations - fact or fiction and opinion.</p> <p>I am aware that different evidence will lead to different conclusions.</p> <p>I can confidently use the library and internet for research</p>
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Historical enquiry	<p>I can ask questions about the past.</p>	<p>I can find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>I can use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>I can use a range of sources to find out about a period.</p> <p>I can observe small details - artefacts, pictures.</p> <p>I can select and record information relevant to the study.</p> <p>I can begin to use the library and internet for research.</p>	<p>I can use evidence to build up a picture of a past event.</p> <p>I can choose relevant material to present a picture of one aspect of life in time past.</p> <p>I can ask a variety of questions.</p> <p>I can use the library and internet for research.</p>	<p>I can begin to identify primary and secondary sources.</p> <p>I can use evidence to build up a picture of a past event.</p> <p>I can select relevant sections of information.</p> <p>I can use the library and internet for research with increasing confidence.</p>	<p>I can recognise primary and secondary sources.</p> <p>I can use a range of sources to find out about an aspect of time past.</p> <p>I can suggest omissions and the means of finding out.</p> <p>I can bring knowledge gathered from several sources together in a fluent account.</p>



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Organisation and communication	<p>I can communicate my knowledge through:</p> <p>Discussion, Drawing pictures, Drama/role play, Making models. Using ICT</p>	<p>I can communicate my knowledge through:</p> <p>Discussion, Drawing pictures, labelling images, Drama/role play, Making models. Using ICT, writing,</p>	<p>I can communicate my knowledge through:</p> <p>Discussion, Drawing pictures, labelling images, Drama/role play, Making models. Using ICT, writing in short paragraphs</p>	<p>I can communicate my knowledge through:</p> <p>Discussion, Drawing pictures, labelling images, Drama/role play, Making models. Using ICT, writing in short paragraphs using historical language and key terms</p>	<p>I can recall, select and organise historical information</p> <p>I can communicate my knowledge and understanding through an appropriate form. Select and apply subject specific language</p>	<p>I can recall, select and organise historical information</p> <p>I can communicate my knowledge and understanding through an appropriate form selected by the child</p> <p>I can draw on, select and apply subject specific language</p>	<p>I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>