

Disciplinary knowledge and key concepts						
	Chronological understanding	Continuity and Change	Cause and Consequence	Similarity and Difference	Significance	Interpreting evidence
EFYS	Understand and use the vocabulary 'past, present and future'	Understand that things may change over time	To know that there are consequences to their actions	To know some similarities and difference between things in the past and now; drawing on their experiences and what has been read in class.	Talk about lives of the people around them	Look at photographs and artefacts to support understanding of past and present
Year 1	Understand that time only moves forwards and we cannot go back in time. Understands the concept of past and present and consider the past in the living memory of parents, grandparents and great-grandparents.	Understand that some things were the same in the living memory past and that some things have changed.	Explains why a person acted the way they did in the past.	Understand the meanings of the words 'similar' and 'different' and can identify an example between their life and the childhood of their parents or grandparents.	Can understand the difference between an event which is important to them and an event or person who is significant to our shared history.	Identifying items from the past within living memory and talking about what they mean and recognising these as artefacts (e.g. a great-grandfather's medals or black and white photographs)
Year 2	Begin to sequence events or artefacts on a timeline within the time period or event being studied.	Describe what changed in history because of a significant event and how that change continued or otherwise into modern times.	Understand the terms 'cause' and 'consequence' and can explain a simple cause and consequence of a significant event studied.	Identifies generalisations about a studied time period or person and how that is different to today.	Describe how we remember an important event or person and why they were significant.	Understanding that primary sources were writings or artefacts created at the time of the event or period being studied. Ask historically valid questions of artefacts from a period.
Year 3	Understand the concept of prehistory in terms of a vast time period before written records were kept (history).	Understand how specific elements of human life have stayed the same between today and a period of the past studied, as well as those features which have changed.	Begins to understand that some causes of events or change are influenced by humans and others are uncontrollable such as natural hazards, but both have consequences.	Identify several key similarities and differences between the lives of those in a studied time period and their own lives today.	Understand that significance is related to a wider impact on national and international society and can give examples.	Understand the difference between primary and secondary sources and use both increasingly independently to discern information about the past.
Year 4	Understand and use BCE / CE and BC / AD to refer to time periods and events within history. Begins to understand the concept of periods of time in hundreds and thousands of years.	Understand the historical concept of 'continuity' as things which have remained the same over long periods of time and 'change' as the differences between one time period and another and can give several examples.	Able to identify several causes of a significant event and the subsequent consequences.	Can identify similarities and differences between periods studied and periods previously studied.	Can begin to link significant events in national and international history to their impact on a local scale.	Begin to understand that there can be more than one interpretation of the past and asks questions of the origin and purpose of sources and artefacts.
Year 5	Can confidently sequence time periods studied up to the present on a scaled time line both in British history and those studied worldwide.	Can discuss continuity and change between two recent historical periods studied.	Explains the consequences of an event in both short term and long-term effects.	Able to identify key similarities and differences in the lives of two significant individuals from history in more abstract terms, e.g. how they both overcame challenges.	Can start to make their own judgements about the varying significance of individuals and civilizations using the evidence available.	Questioning the reliability and trustworthiness of a source and asking what can be learnt from a source even if it is untrustworthy.
Year 6	Can accurately place time periods and events on a timeline and understand that different civilizations lived simultaneously in different parts of the world.	Can understand and analyse as a historian the continuity and change related to one or more themes throughout 10,000 years of human history, e.g. technology, housing, politics, society, empire, power	Able to explain in a detailed way multiple causes and consequences of significant events in history.	Can identify specific similarities and differences between different civilizations with reference to evidence.	Understand how the same event in history impacts different people groups in different ways and how life is different today because of the actions of key individuals in the past.	More developed understanding of bias and propaganda and why a source may have been written in such a way and what it tells us about the past.

