

History Curriculum Framework -

Chronological Understanding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events in their own lives and family members.	Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives	Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on timeline Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of historical knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children know that other children don't always enjoy the same things and are sensitive to this.	Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Interpretations of History						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Look at their own families and immediate surroundings.	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
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Historical Enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children know about similarities and differences between themselves, others, and families, and communities and traditions.	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	· Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account

Organisation and Communication

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events in their own lives and family members.	Sort events or objects into groups (i.e. then and now.). Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play..	Sort events or objects into groups (i.e. then and now.). Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play..	Communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT. Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing..	Communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT. Recall, select and organise historical information Communicate their knowledge and understanding. Select and organise information to produce structured work, making	Communicate ideas about from the past using different genres of writing, drawing, diagrams, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. Recall, select and organise historical information Communicate their knowledge and understanding.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. Recall, select and organise historical information Communicate their knowledge and understanding.

Please see knowledge organisers						
Assessment: Autumn Term						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS Tapestry	To be added by staff Autumn Term	To be added by staff Autumn Term	To be added by staff Autumn Term	To be added by staff Autumn Term	To be added by staff Autumn Term	To be added by staff Autumn Term
Examples of Assessment						
Assessment: Spring Term						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS Tapestry	To be added by staff Spring Term	To be added by staff Spring Term	To be added by staff Spring Term	To be added by staff Spring Term	To be added by staff Spring Term	To be added by staff Spring Term
Examples of Assessment						

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Assessment: Summer Term

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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EYFS Tapestry	To be added by staff Summer Term	To be added by staff Summer Term	To be added by staff Summer Term	To be added by staff Summer Term	To be added by staff Summer Term	To be added by staff Summer Term
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Examples of Assessment

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