



**CHRONOLOGY**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>During EYFS, children should begin to develop an understanding of the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>By the end of Year 1, children should be able to:</p> <ul style="list-style-type: none"> <li>Recognise the distinction between past and present.</li> <li>Place a few objects/events in chronological order.</li> <li>Use simple vocabulary to show passing of time (e.g. old, new/young)</li> <li>Recognise that their own lives are similar/different from the lives of people in the past.</li> </ul>	<p>By the end of Year 2, children should be able to:</p> <ul style="list-style-type: none"> <li>Place some relevant events in chronological order.</li> <li>Use more specific vocabulary (e.g. X years ago, in the year X, before, after)</li> <li>Identify some similarities and differences between ways of life at different times.</li> </ul>	<p>By the end of Year 3, children should be able to:</p> <ul style="list-style-type: none"> <li>Place relevant events in chronological order and consider how the time period being studied fits chronologically with previous events/ time periods studied.</li> <li>Use some historical terminology in their work (e.g. century, decade, ancient, BC, AD, CE, BCE etc.)</li> <li>Begin to note some connections within and across time periods, particularly in relation to school's key concepts.</li> </ul>	<p>By the end of Year 4, children should be able to:</p> <ul style="list-style-type: none"> <li>Place relevant events/time periods in chronological order and confidently explain how the time period being studied fits alongside previous events/ time periods studied.</li> <li>Select and use appropriate historical terminology in their work (e.g. century, decade, ancient, BC, AD, CE, BCE etc.)</li> <li>Identify some connections and changes within and across time periods, particularly in relation to school's key concepts.</li> </ul>	<p>By the end of Year 5, children should be able to:</p> <ul style="list-style-type: none"> <li>Sequence a number of historical events/time periods in chronological order.</li> <li>Identify where people and events fit into a chronological framework by beginning to analyse connections, changes, trends and contrasts over time, particularly in relation to school's key concepts.</li> </ul>	<p>By the end of Year 6, children should be able to:</p> <ul style="list-style-type: none"> <li>Confidently sequence a number of historical events and time periods, and show some understanding of their varying durations.</li> <li>Confidently identify where people and events fit into a chronological framework by analysing connections, changes, trends and contrasts over time, particularly in relation to school's key concepts.</li> </ul>



**ENQUIRY, INTERPRETATION AND USING SOURCES**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>During EYFS, children should begin to make sense of their own life-story and family's history. They should be able to comment on images of familiar situations in the past, and compare and contrast characters from stories, including figures from the past. They should know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>By the end of Year 1, children should be able to:</p> <ul style="list-style-type: none"> <li>Identify some basic ways the past can be represented e.g. through pictures.</li> <li>Use sources to answer simple questions about the past e.g. which object is older? How do we know?</li> <li>Begin to consider why things may change over time.</li> </ul>	<p>By the end of Year 2, children should be able to:</p> <ul style="list-style-type: none"> <li>Identify a range of ways the past can be represented e.g. through pictures, videos, objects etc.</li> <li>Ask and answer questions about the past through observing, handling and using a range of sources?</li> <li>Consider why things may change over time.</li> <li>Recognise some of the reasons why people in the past acted as they did.</li> </ul>	<p>By the end of Year 3, children should be able to:</p> <ul style="list-style-type: none"> <li>Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources.</li> <li>Recognise that sources of evidence are used to make historical claims and tell us about the past.</li> <li>Begin to use sources to address historically valid questions and hypotheses about change, cause, similarity and difference and significance.</li> <li>Begin to identify historically significant people and events in different situations.</li> </ul>	<p>By the end of Year 4, children should be able to:</p> <ul style="list-style-type: none"> <li>Recognise that different versions of the past may exist.</li> <li>Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence.</li> <li>Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference and significance.</li> <li>Identify historically significant people and events in different situations.</li> </ul>	<p>By the end of Year 5, children should be able to:</p> <ul style="list-style-type: none"> <li>Compare different versions of the past.</li> <li>Use a wide range of sources as a basis for historical research, with some support.</li> <li>Regularly address historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance.</li> <li>Begin to evaluate sources and make some inferences.</li> <li>Recognise that some events, people and</li> </ul>	<p>By the end of Year 6, children should be able to:</p> <ul style="list-style-type: none"> <li>Give some reasons for contrasting interpretations of the past.</li> <li>Use a wide range of sources as a basis for independent historical research.</li> <li>Address and begin to devise their own historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance.</li> <li>Evaluate sources and make inferences.</li> <li>Recognise that some events, people and changes are judged as more historically significant than others, and begin to consider reasons for this.</li> </ul>

					changes are judged as more historically significant than others.	<ul style="list-style-type: none"><li>• Describe the results of historical events, situations and changes. E.g. the impact on people's lives.</li></ul>
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PROGRESSION OF HISTORY SKILLS

**COMMUNICATION**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>During EYFS, children should begin to talk about members of their immediate family and community and comment on images of familiar situations in the past.</p>	<p>By the end of Year 1, children should be able to:</p> <ul style="list-style-type: none"> <li>• Begin to use historical concepts such as now/then and same/different when making simple connections.</li> <li>• Describe special/significant events in their own lives.</li> <li>• Retell simple stories about people and events from the past.</li> </ul>	<p>By the end of Year 2, children should be able to:</p> <ul style="list-style-type: none"> <li>• Use historical concepts such as now/then and same/different when making simple connections and noting contrasts.</li> <li>• Demonstrate simple historical concepts and events through speaking, role-play, and picture stories.</li> <li>• Retell stories about people and events from the past, including who/what was significant/important.</li> </ul>	<p>By the end of Year 3, children should be able to:</p> <ul style="list-style-type: none"> <li>• Talk and write about historical events, selecting relevant historical information and dates.</li> <li>• Begin to use relevant and appropriate historical terms in their writing.</li> <li>• Produce their own accounts of historical events/time periods and begin to make some connections.</li> </ul>	<p>By the end of Year 4, children should be able to:</p> <ul style="list-style-type: none"> <li>• Talk and write about historical events and changes, selecting relevant historical information and dates.</li> <li>• Use relevant and appropriate historical terms in their writing.</li> <li>• Communicate historical findings through a range of methods including the use of ICT, maps, timelines etc.</li> <li>• Produce their own accounts of historical events/time periods-making some</li> </ul>	<p>By the end of Year 5, children should be able to:</p> <ul style="list-style-type: none"> <li>• Present answers to historically valid questions by selecting relevant historical information and dates.</li> <li>• Use appropriate vocabulary when discussing and describing historical events and concepts.</li> <li>• Begin to consider the most appropriate way of communicating historical findings.</li> <li>• Produce structured work that makes connections and refers to</li> </ul>	<p>By the end of Year 6, children should be able to:</p> <ul style="list-style-type: none"> <li>• Present detailed answers to historically valid questions and hypotheses by selecting relevant historical information and dates.</li> <li>• Confidently use appropriate vocabulary when describing historical events and concepts.</li> <li>• Choose the most appropriate way of communicating historical findings.</li> <li>• Produce structured work that makes connections,</li> </ul>

				connections and beginning to describe some contrasts.	some contrasts.	provides a range of contrasting pieces of evidence and analyses historical trends.
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