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| **Skill by the end of…** | **EYFS – N** | | **EYFS – YrR** | | **Skill by the end of…** | | **EYFS – N** | **EYFS – YrR** | | **Skill by the end of…** | | **EYFS – N** | | **EYFS – YrR** | |
| **Comparison** | Compare & contrast:  Know some things are old and some are new | | Compare and Contrast To know that there are similarities and differences between new and old objects and the changes that might happen. | | **Significant events** | | Significant events are in living memory and relevant to their own experiences. These include special events such as birthdays, Christmas or new members of the family. | Significant events are in living memory and relevant to their own experiences. These include birthdays, Christmas or new members of the family. Key features may include simple dates and who it involved. | | **Place** | | To know that many buildings and houses where we live were built in the past. | | To know that many buildings and houses where we live were built in the past.  New/old/very old | |
| **Materials**  **(artefacts)** | know that some objects are old and some are new. They develop an understanding of changes over time. | | know that some objects are old and some are new. The size, shape, colour and material may vary. | | **Significant People**  **(builds to NC significant historical figures)** | | Significant individuals are people who are familiar in their lives such as family, friends | Significant individuals are people who are familiar in their lives such as family, friends or teachers. They know similarities between their own significant people and those of others. | | **Change** | | To know that people and objects may change over time.  Sequencing words, such as such as first, next, can be used to order information chronologically. | | To know that people and objects may change over time  Sequencing words, such as yesterday, today, tomorrow, next week, then and after can be used to order information chronologically. | |
| **Skill by the end of…** | | **Year 1** | | **Year 2** | | **Year 3** | | | **Year 4** | | **Year 5** | | **Year 6** | |
| **Chronology** | | Creates simple timelines to sequence events and objects within living memory  Confidently use vocabulary associated with the past | | Sequence events and artefacts related to a key event such as Great Fire of London | | Start to understand and to use BC/AD  Describe time such as over 1000 years ago  Place period/civilization studied on a timeline. | | | Be able to sequence events within the period being studied.  Uses more precise chronological vocabulary | | Begin to make connections between different civilizations around the world. | | Can accurately place civilizations/periods studied, in chronological order. Be able to recognise that some overlap due to being in different parts of the world. | |
| **Similarities and differences** | | Understand that buildings, clothes, transport or technology could be different in the past.  For example, they had a yo-yo made out of wood. | | Recognises and describes, some characteristic features of a person or period.  Starting to use period specific language in explanations. For example, during the GFOL they had wooden houses. | | Can describe main features associated with the period/ civilization studied. | | | Can give simple explanations that not everyone in the past lived in the same way.  When explaining, can use period specific language | | Understand that some past civilizations in different parts of the world have some important similarities.  Can identify and make links between significant characteristics of a period/ civilization studied. | | Can make some significant links between civilizations/ periods studied.  When explaining can use examples of different civilisations and periods studied. | |
| **Change and continuality** | | Can match old objects or pictures from the past.  Can describe how some aspects of life today is different from the past using simple historical vocabulary. | | Can talk about similarities and differences between the past and now | | Can describe some changes in history over a period and identify some things which stayed the same | | | Can describe and give some examples of a range of changes at in history while some things stayed the same. | | Can give an explanation as to why change might happen.  Understands that change can have a different impact on people | | Understands that changes in different places and periods can be connected.  Has an overview of things in history that are continuously changing such as technology. | |
| **Cause and consequence** | | Can say why a person from the past acted as they did and talk about the consequences of those actions. | | Can describe the causes and/or consequences of an important historical event | | Can describe the causes and consequences of an important historical event with more than one example | | | Begin to understand that causes can occur for different reasons some not controllable. | | Can explain consequences in terms of long and short term and that people were affected differently. | | Can explain the causes andconsequences of events and justify their reasoning. | |
| **Significance** | | Can describe an important person/event from the past. | | Can recognise and talk about who was important and begin to think why they were important. | | Understands that events, people are significant if they have had an impact on the world. | | | Understand that significance can help me understand an event in history | | Can start to make judgements as to the significance of events, people or developments within a historical narrative. | | Can make judgements about historical significance against criteria.  Recognises that historical significance varies over time, according to different accounts. | |
| **Interpreting historical sources** | | Can talk about an object or a historical account | | Can identify and talk about differences in sources.  Start to understand what primary and secondary sources are. | | Start to understand that there can be more than one interpretation of a single event.  Can ask questions about where sources came from and what their purpose was. | | | Understand that we can have more than one interpretation of the past. | | Understands that some sources are more reliable than others. | | Understands that interpretations need to be based on evidence  Think about the nature, origin and purpose of the source. | |
| **Thinking critically** | | Can talk about similarities and differences between historical sources  Can talk about past events and identify features of sources. | | Can gather information from simple sources to ask and answer questions about the past  Can retell an event and start to explain actions in the narrative. | | Can explain how we can use sources from the past to find information about the past  Begin to understand that there are gaps in history, and we do not have artefacts/information for everything | | | Begin to describe sources and ask questions about where they came from and what their purpose is.  Be able to select suitable information to answer their questions | | Explain why a source might be reliable/ unreliable.  Begin to use evidence to support their explanations | | Compare sources from the same era and discuss and discuss the reliability of the source.  Construct their own argument using evidence from the period studied. | |

**By following these skills, the pupil will develop good historical enquiry skills, will be able to weigh up evidence and will be able to develop their own perspective to produce their own argument. History as a subject will also encourage the child to develop their questioning skills which will help them in all other subjects.**