

EYFS	KEY STAGE ONE	LOWER KEY STAGE TWO	UPPER KEY STAGE TWO
Historical understanding			
Understand the past through settings, characters and events encountered in books read in class and storytelling.	Use pictures and role play to tell stories from the past.	Give simple reasons as to why key events happened in history.	Make links between events and changes; giving reasons for them and explaining the result.
Compare and contrast stories, including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Describe similarities and differences between life during a time in the past and life today.	Identify and describe changes between specific periods of history.	Identify and describe changes within and between different periods in history.
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'...	Use a wide vocabulary of everyday historical terms including those relating to a passing of time.	Use dates and vocabulary relating to the passing of time including ancient, modern, century and decade, AD and BC.	Use and understand abstract terms such as empire, civilisation, parliament and peasantry.
Begin to make sense of their own life story and family's history.	Place events and objects in chronological order.	Know that the past can be divided into different periods of time.	Place events, people and changes into correct periods of time and the periods of time into chronological order.
Historical enquiry			
Understand simple questions about 'who' 'what' and 'where' (Nursery) Understand 'why' questions (Nursery and Reception) Ask questions to find out more (Reception)	Ask questions about the past.	Create historically valid questions about similarities and differences.	Create historically valid questions about cause and significance.
Engage in non-fiction books	Know some of the ways we can find out about the past.	Be aware that the same time in history may be represented in different ways.	Suggest reasons for conflicting historical accounts.
Comment on images of familiar situations in the past.	Find out about the past using given sources.	Choose appropriate sources to answer questions about specific people and events, going beyond simple observations.	Analyse sources of information for accuracy, usefulness and relevance and combine them to answer questions. <i>Only covers briefly in Y5</i>
	Describe artefacts (materials, size, wear and tear etc.)	Examine and compare artefacts.	Examine artefacts and explain what they show us about that time in history.
Periods in history			
Begin to make sense of their own life story and family's history. Talk about the lives of people around them and their roles in society.	Discuss some significant historical events, people and places in their own locality.	Discuss the impact of significant historical events, people and places in their own locality.	Discuss the impact of significant historical events, people and places within their own locality making links with changes in national life.
	Discuss significant events and people in Britain within and beyond their living memory.	Discuss historical changes in Britain; what caused them and the impact on life in Britain.	Discuss the impact and causes of historical changes in Britain.
	Discuss significant events and people from the wider world, within and beyond their living memory.	Explain the achievements of ancient civilizations and the impact on the world in the past and today.	Examine periods in world history; identifying contrasts with and influences on British society at the time.