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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Comment on images of familiar situations in the past.  Talk about the lives of people around them and their roles in society  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class  Understand the past through settings, characters and events encountered in books read in class and story telling | I can sequence events in my life  To know about events beyond living memory, e.g. the fire of London  I know about the lives of significant individuals in the past  I know about significant historical events, people and places in my locality  I can distinguish between fact and fiction | I can compare two versions of a past event;    To observe and use pictures, photographs and artefacts to find out about the past  I can sequence artefacts and events  I can use evidence to find answers to simple questions about the past  I can recognise some similarities and differences between the past and the present;  I know and can recount significant events in history;    I understand that there are reasons why people in the past acted as they did; | I can use dates and terms related to the study unit and passing of time  I can sequence several events or artefacts  Use a range of primary and secondary sources to find out about the past;  I am beginning to use books and the internet for research  I can identify key features and events of a time studied  I can identify reasons for and results of people's actions | I understand more complex terms e.g. BC/AD  Sequence several events, artefacts or historical figures on a timeline using dates  I am beginning to evaluate the usefulness of different sources  I can select and record information relevant to the study  I can use evidence to reconstruct life in a time studied  explain how people and events in the past have influenced life today; | I can use relevant terms and period labels  I can order an increasing number of significant events, movements and dates on a timeline using dates accurately;  To undertake their own research to find answers about the past  Start to understand the difference between primary and secondary evidence and the impact of this on reliability;  I can use evidence to build up a picture of a past event  I can make comparisons between different times in the past  I can examine causes and results of great events and the impact on people | I know and show a good understanding of historical vocabulary  I can place current study on a timeline in relation to other studies  Selects relevant sections of information to address historically valid questions and construct detailed, informed responses  Uses a wide range of different evidence to build up a picture about the past, such as ceramics, pictures, documents  I can consider different ways of checking the accuracy of interpretations of the past  I can describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.  identify and note connections, contrasts and trends over time in the everyday lives of people;  I can examine causes and results of great events and the impact on people in the past and today |