

Historical Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Constructing the past	Talk about the lives of the people around them and their roles in society;	H.1.1.2. Can recognise and identify relevant features of particular historical themes, events and people from family, local, national and global history	H.1.1.3. The pupil can briefly describe features of particular themes, events and people from family, local, national and global history. The pupil can begin to explain a range of features covering family, local, national and global history and begin to reason and speculate	H.2.1.2. Can identify and synthesise details from several themes, societies, events and significant people covered in local, national and global history.	H.2.1.3. Can identify details from local, national and global history to demonstrate understanding some overall awareness of themes, societies, events and people. Can summarise and explain the main context of particular themes, societies, people and events including some explanation.	H.2.1.6. Can show empathy and justify some features associated with themes, societies, people and events.	H.2.1.7. Can summarise and evaluate most of the significant features of different themes, individuals, societies and events covered. Can make reasoned judgements based on their detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, critiquing different dimensions and characteristics.
Sequencing the past	Recognise and describe similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	H.1.1.2. Can identify relevant features of particular historical themes, events and people from family, local, national and global history H.1.2.3.a. Can depict on a timeline the sequence of a few objects and/or pieces of information	H.1.2.4.a. Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. Can give reasons for their sequence of objects and events on timelines or narratives they have devised. H.1.2.4.b. Can select a wider range of time terms. Can use, select and begin to explain more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time	H.2.2.2. Can sequence and summarise some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms.	H.2.2.3. Can sequence and summarise a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms and demonstrate their understanding . Can accurately sequence and summarise the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms and begin to justify their explanation .	H.2.2.6. Can sequence and apply their knowledge with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms making reasoned judgements .	H.2.2.7. Can sequence and apply their knowledge with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms evaluating and reaching informed conclusions . Can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately and beginning to critique the information.

			including 'last century', '1950s', '1960s' and 'decade'.				
HISTORICAL CONCEPTS							
Change and Development		H.1.3.2. Can recognise and identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between early and modern aeroplanes).	H.1.3.3. Can independently compare and contrast a range of similarities, differences and changes within a specific time period. Can describe independently and accurately similarities, differences and changes both within and across time periods and topics	H.2.3.2. Can demonstrate understanding by describing and explaining some similarities, differences and changes occurring within Lower Key Stage 2 topics	H.2.3.3. Can summarise and explain the main similarities, differences and changes occurring within topics. Can explain in detail and begin to justify why certain changes and developments were of particular significance within topics and across time periods.	H.2.3.6. Can provide and justify valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics	H.2.3.7. Can evaluate similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change and reach informed conclusions . Can critique independently how typical similarities, differences and changes compare.
Cause and Effect		H.1.4.2. Can identify and recall at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Gunpowder Plot).	H.1.4.3. Can reason and speculate about a few relevant causes and effects for some of the main events covered. Can recognise a few valid causes and effects relating to many of the events covered	H.2.4.2. Can synthesise relevant causes for, and effects on, some of the key events and developments covered.	H.2.4.3. Can explain the importance of causes and effects for some of the key events and developments within topics. Can explain with confidence and begin to justify the significance of particular causes and effects for many of the key events and developments.	H.2.4.6. Can place several valid causes and effects in an order of importance relating to events and developments applying their knowledge to reach informed conclusions .	H.2.4.7. Can explain the role and significance of different causes and effects of a range of events and developments justifying their ideas. Can critique independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects
Significance & Interpretation	Recall some important narratives, characters and figures from the past encountered in books read in class.	H.1.5.2. Can select and describe one reason why an event or person might be significant	H.1.5.3. Can categorise and describe a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Can reason and	H.2.5.3.a. Can summarise what is most significant in a historical account H.2.5.3.b. The pupil can explain why two accounts of the same event might differ	H.2.5.4.a. Can explain why some aspects of historical accounts, themes or periods are significant. Can explain and begin to justify independently why a historical topic, event or person was	H.2.5.7.a. Can explain and evaluate the significant issues in many of the topics covered H.2.5.7.b. Can identify and apply their knowledge of different	H.2.5.8.a. Can justify their reasons why particular aspects of a historical event, development, society or person were of particular significance. Can evaluate and critique the

			speculate some valid reasons for selecting an event, development or person as significant		distinctive or significant H.2.5.4.b. The pupil can explain a range of possible reasons for differences in a number of accounts. The pupil can explain and begin to evaluate historical situations, events, developments and individuals from more than one viewpoint	interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics	significance of events, development and people across topics and time periods H.2.5.8.b. Can explain and justify how and why it is possible to have different interpretations of the same event or person Can justify and critique the nature and reasons for different interpretations in a range of topics
HISTORICAL ENQUIRY							
Planning and carrying out historical enquiries		H.1.6.2. Can ask and answer a few valid historical questions	H.1.6.3. Can plan questions and reason and speculate to produce answers to a few historical enquiries using historical terminology Can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently	H.2.6.2. Can ask valid questions for enquiries, synthesising and explaining answers using a number of sources.	H.2.6.3. Can independently devise a range of historically valid questions for a series of different types of enquiry and explain answers with substantiated responses. Can independently devise significant historical enquiries to produce substantiated and focused responses in which they can justify .	H.2.6.6. Can reach informed conclusions based on devising and answering questions relating to a historical enquiry	H.2.6.7. Can make reasoned judgements and reach informed and substantiated conclusions to an independently planned and investigated enquiry with beginning to evaluate their enquiry. Can plan and produce critical responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed evaluations
Using sources as evidence		H.1.7.2. Can extract and select information from several different types of source including written, visual and oral sources and artefacts	H.1.7.3. Can select information independently from several different types of source including written, visual and oral sources and artefacts in order to	H.2.7.2. Can demonstrate understanding about how sources can be used to synthesise and answer a range of historical questions.	H.2.7.3. The pupil can summarise possible uses of a range of sources for answering historical enquiries. The pupil can demonstrate understanding by commenting on the	H.2.7.6. Can evaluate sources based on valid criteria when carrying out particular enquiries	H.2.7.7. Can comment and critique with confidence on the value of a range of different types of source for enquiries, including extended enquiries to reach

			reason and speculate answers to historical questions. Can critically evaluate the usefulness of sources and parts of sources to answer historical questions		usefulness and reliability of a range of sources for particular enquiries.		informed conclusions. Can independently evaulate a range of sources for historical enquiries considering and justifying factors such as purpose, audience, accuracy, reliability and how the source was compiled
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