

By the end of Early Years: -Children talk about past and present events in their own lives and the lives of family members.			
	By the end of KSI		By the end of KS2 (lower)
Chronological knowledge/understanding (including characteristic features of periods)	<ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities/differences between periods 		<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history. Establish narratives within and across periods studied Note connections, contrasts and trends over time
Historical terms	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms 		<ul style="list-style-type: none"> Develop the appropriate use of historical terms
Historical enquiry – using evidence/communicating ideas	<ul style="list-style-type: none"> Ask and answer questions* Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding 		<ul style="list-style-type: none"> Address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising relevant historical information.
Interpretations of history	<ul style="list-style-type: none"> Identify different ways in which the past is represented. 		<ul style="list-style-type: none"> Understand that different versions of the past may exist and give some reasons for this.
*Questions relate to these key concepts that underpin all historical enquiry, developed through regular revisiting in a range of contexts			
Continuity and change in and between periods	<ul style="list-style-type: none"> Identify similarities/differences between ways of life at different times 		<ul style="list-style-type: none"> Describe and make links between main events, situations and changes within and across different periods.
Cause and consequence	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 		<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes
Similarity/difference within a period/situation (social diversity including beliefs and attitudes)	<ul style="list-style-type: none"> Make simple observations about different types of people, events and beliefs within a society. 		<ul style="list-style-type: none"> Begin to describe social, cultural, religious and ethnic diversity in Britain and the wider world
Significance of events/people	<ul style="list-style-type: none"> Talk about who was important eg. in an historical account. 		<ul style="list-style-type: none"> Identify historically significant people and events in situations
	Year 1		
Contexts	<ul style="list-style-type: none"> Famous People - <i>Sir John Hall (wealth), Florence Nightingale (mankind), Little Mix (fame)/Rosa Parks (equality)</i> Within living memory Beyond living memory 	Year 2	
	<ul style="list-style-type: none"> Famous People – <i>Mike Ashley (wealth), Malala Yousafzai (mankind), Ant and Dec (fame)/Suffragettes (equality)</i> Within living memory Beyond living memory 	Year 3	
		Year 4	
		<ul style="list-style-type: none"> Stone Age Ancient Egypt Ancient Greece 	<ul style="list-style-type: none"> Romans Anglo Saxons