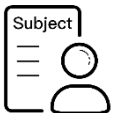


	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning 	Answer questions about the past and now. The past can be questioned around storytelling, events characters.	Ask and answer simple questions about what they have heard.	Show curiosity by voluntarily asking questions about what they have heard or read.	Start to frame questions and answers in historically valid ways (e.g. about change, about differences).	Ask and answer historically valid questions (e.g. about contrast, cause and effect, reliability).	Ask and answer historically valid questions (e.g. about significance, or the basis of people's opinions).	Regularly ask and answer perceptive questions in historically valid ways.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary 	Use basic words around past and present.	Use common words and phrases relating to the passing of time.	Use wide vocabulary of everyday historical terms.	Start using specialist vocabulary in historical discussions.	Use specialist vocabulary and historical terms, often appropriately.	Use specialist vocabulary and historical terms appropriately.	Start to apply historical vocabulary in more sophisticated ways.
...for topics 	Past, now, modern, new, old	Monarch, palace, King, Queen, jubilee, homes, explorer, expedition, navigate	invention, pioneer, legacy, significant, commemorate, regenerate, tradition	ancient, civilisation, ancestor, empire, invasion, conquer, legacy, rebellion, terrain, trade	empire, invasion, conquer, legacy, rebellion, archaeologist, thane	democracy, crime, punishment, trial, aristocratic	civic, succumb, persecute, propaganda, neutrality, suffrage
...for talk 	A long time ago, same, different, change, people, lives, history	tradition, research, (non)-fiction, event, artefact, similar, different	document, technology, archaeologist, excavate, unearth, strategy, similarity, difference, represent	organise, introduce, construct, supreme, population, tribe, rural/urban, primary/secondary, source, theory, myth/legend, folklore, narrate, saga, epic, survive, infer, clarify, equivalent, necessary, theme, version, opinion, interpret	prosper, monarchy, aristocracy, heritage, revolution, transition, develop, abolish, structure, campaign, ardent, typical, unique, trivial, characteristic, conventional, eventful, intricate, assume, reliability, alternative,	impact, complex, sustain, surpass, sparse, abundant, capacity, obstacle, futile, crucial, pivotal, exceptional, generalise, rigorous, verify, unintelligible, inform, phenomenon, perspective	demographic, hierarchy, doctrine, stance, attribute, controversy, prejudice, robust, authentic, plausible, appropriate, analyse, corroborate, discern, paraphrase, epitomise, characterise, extrapolate, bias, tertiary

...for chronology 					critique, summarise, contrast		
	Order, compare	long ago, yesterday, then, when, now, last, next, before, after, first/second (etc), days, months, prehistoric	years (dating system), BC/AD, CE/BCE, century, period, later, earlier, since, long (after, before), at the same time (as)	during, while, several (years), more recently, millennium, age, chronological, approximate, change, process, originate, trace	occasion, accurate, uncertain, seldom, former, latter, cause, consequence, phase, abrupt, decline, trend, continuity	contemporary, epoch, inevitable, prior, subsequent, enduring, legacy, dominate, diminish, context	simultaneous, cumulative, decontextualise

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding 	To gain a basic understanding of events that happened in the past and what is happening in the present.	Recognise the difference between past and present. Use common words and phrases, or answer simple questions, to sequence events.	Sequence events and explain their thinking; start to note connections over time.	Note connections over time.	Note connections, contrasts and trends over time.	Demonstrate historical perspective by explaining contrasts and trends in the short and long term.	Establish clear narratives within and across periods, and at local, national and world level. Start to use their secure sense of chronology to inform their wider learning (into KS3).
	Use basic skills to understand 'before' 'after'	Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'.	Date events to the nearest century or era, and occasionally to the year (e.g. 1066).	Date events to the year.	Use the year confidently to date events, and sometimes the month and day.	Use precise dates and explain why some are significant (e.g. transport delay, seasonality).	Start to use different levels of precision in dating events, and explain why that may be appropriate.
Identifying contrasts and themes	Make some observations over how things have	Make simple historical comparisons (e.g.	Independently identify similarities and differences between people,	Note connections within and across periods, both those that they study and	Note connections, contrasts and trends -across time but also between	Sequence and structure complex subjects and themes.	Compare and contrast places, people and cultures, analysing

	changed over time. This could be seasons, weather, families in storytelling or the real world.	spot the difference between pictures).	places, events or ways of life (when the subjects are provided for them).	others they draw on independently. Start to comment on historical changes, including suggestions about cause and effect. Start to identify themes within and between topics.	places and cultures. Comment on continuity and change, cause and effect. Identify themes within and between topics.	Start to suggest reasons for connections over time and across places and cultures. Comment on impact and legacy.	theirs and others' comparisons, extrapolating from them and justifying their ideas with evidence.
---	---	---	--	---	--	--	--

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using sources  ...to form opinions   ...to understand how the past is constructed	Begin to use sources in everyday learning with teacher support	Explain the difference between fiction and non-fiction.		Explain the difference between primary and secondary sources.			Start to understand the idea of 'tertiary' sources.
	Children to form simple opinions likes and dislikes of content accessed daily.	Children access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them. Use parts of stories to show that they understand historical events.	Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past. Choose and use parts of stories to show that they understand key features of events (e.g. through innovating).	Independently select and use sources to satisfy their curiosity about the past.	Select and use sources to construct their own opinions about the past. Start to explain the usefulness and reliability of different sources (e.g. by explaining their choices in selecting sources).	Select, organise and use information from more than one source to construct an informed response and/or opinion. Explain the usefulness and reliability of different sources.	Thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments. Start to use quote marks when using sources of evidence.

	Make observations of content accessed in the past.	Show some understanding of the ways we can find out about the past (e.g. books, museums, artefacts, archaeology).	Identify ways in which the past is represented (e.g. fiction, illustrations, film, song, museum displays).	Start to show awareness that there are sometimes different versions of what happened. Explain how the past can often be interpreted to inform opinions.	Recognise that historical ‘facts’ can vary depending on the source, and begin to suggest reasons for this. Start to critique other people’s opinions about the past.	Start to develop perspective and judgment by explaining how historical ‘facts’ are often interpreted to support opinions. Accurately summarise other people’s opinions about the past.	Use historical perspective, an understanding of reliability/bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.
--	--	---	--	---	--	--	--