



History		Rabbits		Hedgehogs		Foxes		
Year Group	EYFS	1	2	3	4	5	6	
Skills or objectives	A1	<p>Comment on images of familiar situations in the past</p> <p>To know about my own life story</p> <p>To know how I have changed</p>	A1	<p>Understand that there are reasons why people in the past acted as they did</p> <p>Order dates from earliest to latest on simple timelines</p> <p>Describe memories that have happened in their own lives;</p>	A1	<p>Use sources to find out about the past</p> <p>look at more than two versions of the same event or story in history and identify differences</p>	A1	<p>examine causes and results of great events and the impact these had on people</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses</p> <p>Begin to evaluate the usefulness of different sources;</p> <p>Show an awareness of the concept of propaganda</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately</p>
	A2	<p>To know similarities and differences between things now and what has been</p>	A2	<p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p>	A2	<p>Find out about the everyday lives of people in time studied compared with our life today</p> <p>Use a range of sources to find out about the past</p> <p>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</p> <p>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	A2	<p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</p> <p>Consider different ways of checking the accuracy of interpretations of the past;</p> <p>Find and analyse a wide range of evidence about the past;</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</p> <p>recognise when they are using primary and secondary sources of information to investigate the past</p>
	Sp1	<p>To know figures from the past</p> <p>To know similarities and differences between things now and in the past drawing on experiences about what has been read in class</p>	Sp1	<p>Describe detail significant individuals from the past.</p>	Sp1		Sp1	



Sp2	To know about the past using photographs	Sp2	Observe and use pictures, photographs and artefacts to find out about the past;	Sp2		Sp 2	
Su1	To know about the past through settings, characters and events encountered in books read in class and story telling	Su1	Explain that there are different types of evidence and sources that can be used to help represent the past Sequence artefacts learned about in books or that they handle and events that are close together in time	Su1	Note key changes over a period of time and be able to give reasons for those changes Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time describe connections and contrasts between aspects of history, people, events and artefacts studied.	Su 1	
Su2	Sequence pictures in order Use some chronological language	Su2	Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	Su2		Su 2	
A1	Comment on images of familiar situations in the past To know about my own life story To know how I have changed	A1	Describe memories and changes that have happened in their own lives Order dates from earliest to latest on timelines	A1		A1	
A2	To know similarities and differences between things now and what has been	A2	Identify similarities and differences between ways of life in different periods	A2	Begin to undertake their own research Gather more detail from sources such as maps to build up a clearer picture of the past	A2	
Sp1	To know about the past using photographs To know similarities and differences between things now and in the past drawing on experiences about what has been read in class	Sp1	Recognise some similarities and differences between the past and the present	Sp1	regularly address and sometimes devise own questions to find answers about the past Explain how people and events in the past have influenced life today	Sp 1	
Sp2	To know figures from the past	Sp2	describe in more detail significant individuals from the past.	Sp2		Sp 2	
Su1	To know about the past through settings, characters and events encountered in books read in class and story telling	Su1		Su1	Explain how people and events in the past have influenced life today	Su 1	use appropriate historical terms Understand how some historical events/periods occurred concurrently in different locations



							Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
	Su2	Sequence pictures in order Use some chronological language	Su2		Su2	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time	Su2 identify and note connections, contrasts and trends over time in the everyday lives of people examine causes and results of great events and the impact these had on people understand and describe in some detail the main changes to an aspect in a period in history

- Historical Interpretations
- Historical Investigations
- Chronological Understanding
- Knowledge and Understanding