



Early Learning Goals	National Curriculum Expectations	
<p><b>Understanding the World: Past and Present ELG.</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>In KS1 pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	<p><b>In KS2 pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>

Skills Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	<ul style="list-style-type: none"> <li>• Remember and talk about significant events in their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events in their life</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time</li> <li>• Sequence photographs etc. from different periods of their life</li> <li>• Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline</li> <li>• Use dates and terms related to the study unit and passing of time</li> <li>• Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Place events from period studied on timeline</li> <li>• Use terms related to the period and begin to date events</li> <li>• Understand more complex terms E.g. BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Place current study on timeline in relation to other studies</li> <li>• Use relevant dates and terms</li> <li>• Sequence up to 10 events on a timeline</li> </ul>
<b>Range and Depth of Historical Knowledge</b>	<ul style="list-style-type: none"> <li>• Know about similarities and differences between themselves and others,</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and others lives</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about people and events in other times</li> <li>• Recognise why people did things, why events</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about everyday lives of people in time studied</li> <li>• Compare with our life today</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied</li> <li>• Identify key features and events of time</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects of different people - differences between men and women</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone</li> </ul>



	and among families, communities and traditions	<ul style="list-style-type: none"> <li>They know and recount episodes from stories about the past</li> </ul>	<p>happened and what happened as a result</p> <ul style="list-style-type: none"> <li>Identify differences between ways of life at different times</li> <li>Collections of artefacts – confidently describe similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> </ul>	<p>studied</p> <ul style="list-style-type: none"> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>Examine causes and results of great events and the impact on people</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of life with the same aspect in another period</li> </ul>	<p>shares the same views and feelings</p> <ul style="list-style-type: none"> <li>Compare beliefs and behaviour with another time studied</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Know key dates, characters and events of time studied</li> </ul>
<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>Read different versions of the same traditional story</li> <li>Use stories encouraging children to distinguish fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources – compare different versions of the same story</li> <li>Look at representations of the period – museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use textbooks and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Confidently use the library and internet for research</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>Answer how and why questions about their experiences and in response to specific</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – why, what, who, how, where to ask questions and find answers</li> <li>Use of time lines</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details – artefacts, pictures</li> <li>Select and record</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time</li> </ul>



	<p>events</p> <ul style="list-style-type: none"> <li>Develop their own explanation by connecting their own ideas and events</li> <li>Through play explore a range of artefacts from past and present</li> </ul>			<p>information relevant to the study</p> <ul style="list-style-type: none"> <li>Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Select relevant sections of information</li> <li>Use the library and internet for research with increasing confidence</li> </ul>	<p>past</p> <ul style="list-style-type: none"> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> </ul>
<p><b>Organisation and Communication</b></p>	<ul style="list-style-type: none"> <li>Understand and use the class daily timeline to talk about what activities have happened and are yet to come.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate their knowledge through discussion, drawing pictures, drama, role-play, making models, writing, using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate their knowledge through discussion, drawing pictures, drama, role-play, making models, writing, using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>