



EYFS – Understanding the world		
🌍 Prerequisite skills for history within the national curriculum		
Age	People and communities	The world
30 – 50 months	<ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time.
40 – 60 months	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To look closely at similarities, differences, patterns and change.
ELG	<ul style="list-style-type: none"> • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living things. • To talk about the features of their own immediate environment and how environments might vary from one another.

Knowledge, Skills and Understanding breakdown for History			
Year 1 and 2			
<ul style="list-style-type: none"> ✚ Significant historical events, people and places in our own locality ✚ Changes within living memory ✚ Events beyond living memory that are significant nationally or globally ✚ Lives of significant individuals in the past who have contributed to national and international achievements ✚ Study historical periods, some of which will be studied in more depth later 			
Year 1			
Knowledge and understanding	Chronology	Investigating and interpreting	Vocabulary
Develop an awareness of the past. Identify key events and people.	Recount past changes from their own lives. Sequence some events in chronological order.	Begin to use sources to identify some details and answer simple questions.	Use common words and phrases relating to the passing of time eg past, old, new, recent, young, days, months
Year 2			
Knowledge and understanding	Chronology	Investigating and interpreting	Vocabulary
Know where the people and places they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Place historical figures, events and artefacts in order on a given time line, using dates where appropriate. Add labels to time lines.	Use artefacts, pictures, stories, online sources and databases to find out about the past. Ask and answer questions such as What was it like for a...? What happened? How long ago?	Use common words and phrases relating to the passing of time eg recently, before, after, now, later, a long time ago

Knowledge, Skills and Understanding breakdown for History

Year 3

- ✚ Changes in Britain from the Stone Age to the Iron Age
- ✚ Significant historical events, people and places in our own locality
 - ✚ Changes within living memory
- ✚ Events beyond living memory that are significant nationally or globally
- ✚ Lives of significant individuals in the past who have contributed to national and international achievements
- ✚ Study historical periods, some of which will be studied in more depth later

Knowledge and understanding	Chronology	Investigating and interpreting	Vocabulary
Develop a chronologically secure knowledge and understanding of British, local and world history. Understand how our knowledge of the past is constructed from a range of sources. Describe similarities and differences between people, events and objects over time.	Use dates to place events, artefacts and historical figures on a timeline.	Study two different accounts of the same event, exploring similarities and differences. Refer to more than one source of evidence for more accurate understanding of events.	Develop the appropriate use of historical terms. Use subject specific vocabulary including century, decade, BC, AD

Knowledge, Skills and Understanding breakdown for History			
Year 4, 5 and 6			
<ul style="list-style-type: none"> ✚ The Roman Empire and its impact on Britain ✚ Britain's settlement by Anglo-Saxons and Scots ✚ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ✚ A local history study ✚ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ✚ The achievements of the earliest civilizations ✚ Ancient Greece ✚ A non-European society that provides contrasts with British history 			
Year 4			
Knowledge and understanding	Chronology	Investigating and interpreting	Vocabulary
<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Note connections, contrasts and trends over time.</p> <p>Describe how some past events and actions of people affect life today.</p>	<p>Understand that changes occur over time. Add evidence and dates to timeline to represent this.</p> <p>Use dates and historical terminology to describe events.</p>	<p>Explore main events and changes in history and devise historically valid questions about main changes, similarities and differences.</p> <p>Give reasons why separate versions of the same event may differ in the accounts.</p> <p>Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.</p> <p>Independently suggest sources of evidence to answer their questions.</p>	<p>Develop appropriate use of historical terms.</p> <p>Subject related vocabulary including during, chronology, era, dates, time period, change.</p>

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Year 5			
Knowledge and understanding	Chronology	Investigating and interpreting	Vocabulary
<p>Identify links and changes within and across the time periods and localities studied.</p> <p>Note connections, contrasts and trends over time and provide valid reasons why some changes and developments were important within periods studied.</p> <p>Combine overview and depth studies.</p>	<p>Sequence many of the significant events, societies and people within the topics covered using appropriate dates, period labels and terms.</p> <p>Identify significant changes within and across historical periods studied.</p>	<p>Select reliable sources of evidence to answer questions about the past. Appreciate that there is not always a single answer to historical questions.</p> <p>Address and devise historically valid questions about cause and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation.</p>	<p>Develop appropriate use of historical terms.</p> <p>Use subject related vocabulary including legacy, period.</p>

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Year 6			
Knowledge and understanding	Chronology	Investigating and interpreting	Vocabulary
<p>Provide overviews of the most significant features of different themes, individuals, societies and events covered.</p> <p>Relate current studies to previous learning and make comparisons between different times in history e.g. in terms of importance, progress, or the type and nature of changes that have taken place.</p>	<p>Sequence, with independence, the key events, objects, themes, societies and people in the topics covered using dates, period labels and terms.</p> <p>Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes).</p>	<p>Explain the role and significance of different causes and effects of a range of events and developments in the period studied.</p> <p>Explain reasons why aspects of a historical event, development, society or person were of particular significance.</p> <p>Explain how and why it is possible to have different interpretations of the same event or person.</p> <p>Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.</p> <p>Comment on the value of a range of different types of sources for enquiries.</p>	<p>Use a wide range of subject related historical terms and vocabulary including continuity, social, religious, political, technological, cultural.</p>