



## EYFS History Knowledge

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PD / EAD curriculum area	Children in Reception will be learning to:		
	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
	<b>Communication</b> <ul style="list-style-type: none"> <li>Use language in recalling past experiences.</li> <li>Retell a simple past event in correct order.</li> </ul> Build up vocabulary that reflects the breadth of their experiences.	<ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Engage in non-fiction books.</li> </ul> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<b>Speaking</b> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	<b>Maths</b> <ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>Recall a sequence of events in everyday life and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Order and sequence events using everyday language related to time.</li> <li>Understand passage of time through days of the week and months of the year.</li> </ul> Key vocabulary relating to time (now, next, then).	
	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Remember and talk about significant events in their own experience.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Talk about past and present events in their own life and in the lives of family members.</li> <li>Understand the meaning of key words 'past and present'.</li> <li>What a sequence is using 'now, next, then'</li> <li>Use 'now, next, then' to sequence events within their own lives, including events:               <ul style="list-style-type: none"> <li>-In familiar stories</li> <li>-Relating to the school day</li> <li>-Involving daily routines</li> </ul> </li> <li>Identify changes between them as a baby and them now.</li> </ul>	<b>Past and Present</b> <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>



	<b>Chronology</b>		
<b>National Curriculum Aims</b>	<p><b>KS1</b> – Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p><b>KS2</b> – Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study and developing the appropriate use of historical terms.</p>		
	<b>Y1/2</b>	<b>Y3/4</b>	<b>Y5/6</b>
<b>Chronology</b>	<ul style="list-style-type: none"> <li>❖ knows about periods and times from before they were born.</li> <li>❖ knows about changes in their own lifetime and can recount this.</li> <li>❖ knows that we use dates to describe events in time e.g 1666, The Great fire of London and begin to use these where appropriate.</li> <li>❖ knows that the past is divided into different time periods.</li> <li>❖ knows the main similarities and differences between today and the periods been studied.</li> <li>❖ Knows how to sort objects into old and new / then and now.</li> <li>❖ Knows how to sequence main events from stories.</li> <li>❖ knows what a timeline is and can recognise key events and periods being studied on to one.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Know how to place the periods studied on a timeline using BC/BCE and AD/CE (Stone Age, Bronze Age, Iron Age, Romans) and can use key fates as an important marker of an event.</li> <li>❖ Begins to know how to appreciate ideas of duration and interval (e.g., Romans invading Britain to 1066 was a millennium (1000 years), with Anglo Saxons and Vikings in between) and can recognise this on a timeline.</li> <li>❖ Knows that a timeline is split into BC/BCE and AD/CE</li> <li>❖ Know how BC/BCE and AD/CE relate to one another.</li> <li>❖ Know that BC/BCE dates are in descending order.</li> <li>❖ Knows that ancient means belonging to a very distant past and no longer in existence.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Knows a chronologically secure knowledge and understanding of British, local and world history.</li> <li>❖ Know how to correctly order all historical periods studied on a timeline.</li> <li>❖ Knows how to compare and contrast different times in history, relating current studies to previous studies.</li> <li>❖ Know how to compare an aspect in detail, showing understanding of similarities and differences between two time periods.</li> <li>❖ Knows how to create parallel timelines of what was occurring in the world at the same time (e.g., Ancient Greece occurred during Bronze Age / Stone Age and Early Islam occurred at the same time as Anglo Saxon/ Normans).</li> <li>❖ knows more securely the duration of different periods.</li> </ul>



	<ul style="list-style-type: none"> <li>❖ knows how to add events and artefacts to a timeline in the correct order and label these with words and phrases such as past and present.</li> <li>❖ know how to use understanding of number to sequence a small number (less than 5) of events/dates to create a timeline within period studied.</li> <li>❖ Know what century we live in.</li> <li>❖ Know that a decade is 10 years, and a century is 100 years.</li> <li>❖ Know that AD dates are in ascending order.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Know how to correctly order some (up to 8) historical periods on a timeline, including previous periods studied.</li> <li>❖ Know how to sequence several (5-8) events or artefacts from period studied to create a timeline and can start to use captions and labels correctly.</li> <li>❖ Knows how to use dates and historical vocabulary to periods studied and when they occurred, verbally (e.g., the Romans came before the Anglo Saxons but after Ancient Civilisations).</li> </ul>	<ul style="list-style-type: none"> <li>❖ knows that the chronology of history is important for understanding how periods influenced one another and created the world we know today (continuity, change, causation).</li> <li>❖ Knows how to identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>❖ Knows how centuries are labelled (e.g., 1876 is the 19<sup>th</sup> century).</li> <li>❖ Knows how to use dates and terms accurately on timelines and in describing events and can use historical vocabulary to communicate.</li> <li>❖ Know how to sequence a range (8-10) artefacts/events from periods of history studied.</li> </ul>
<b>Vocabulary</b>	<i>next, then, second, third, earlier, after, past, present, future, old, new, then, now, decades, centuries, BCE, CE</i>	<i>centuries, era, time period, before, after, dates, chronology, ancient civilisation, centuries, millennium, modern, AD, BC, BCE, CE</i>	<p>Can refer to specific centuries e.g: 11<sup>th</sup> century, 20<sup>th</sup> Century</p> <p>BCE, CE, BC, AD era, period, century, decade, after, before, during – use these confidently to describe the passing of time, continuity, contrast, causation</p>



	<b>Historical process knowledge (How we research and write about History, with reference to historical concepts)</b>		
<b>National Curriculum Aims</b>	<p><b>KS1</b> – Identify similarities and differences between ways of life in different periods and as a result of nationally or globally significant events.</p> <ul style="list-style-type: none"> <li>- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <p><b>KS2</b> – Pupils should note connections, contrasts and trends over time and develop the use of historical terms.</p> <ul style="list-style-type: none"> <li>- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</li> <li>- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- They should understand how knowledge of the past is constructed from a range of sources.</li> </ul>		
	<b>Y1/2</b>	<b>Y3/4</b>	<b>Y5/6</b>
<b>Historical Enquiry and interpretation</b>	<ul style="list-style-type: none"> <li>❖ knows how to ask questions about a historical source (What was it like for people? What happened? How long ago?)</li> <li>❖ knows how to answer questions about the past using a few sources (e.g artefact, leaflet, photo) and with support can use the sources to answer a given research question.</li> <li>❖ knows how to describe the past using clues from up to 3 photographs.</li> <li>❖ knows that not all sources of information answer the same questions.</li> </ul>	<ul style="list-style-type: none"> <li>❖ knows how to ask more complex questions about a source material.</li> <li>❖ knows how to use multiple sources of evidence for historical enquiry (including visits) to gain a wider and more accurate understanding of history and answer questions.</li> <li>❖ knows how to look closely to find hidden meanings in artefacts.</li> <li>❖ knows how to select a suitable source to present an aspect of life in the past.</li> <li>❖ knows the difference between primary and secondary sources.</li> <li>❖ knows and can identify the difference between fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>❖ knows how to devise, ask and answer more complex questions about the past, considering key concepts in history.</li> <li>❖ knows how to seek out and analyse a wide range of sources, including primary and secondary to deduce information about the past and justify claims.</li> <li>❖ knows how to select sources independently and give reasons for their choice.</li> <li>❖ has an awareness of the concept of propaganda and how historians must understand the social context of evidence and be aware of misinformation and how this affects our interpretation of history.</li> </ul>



	<ul style="list-style-type: none"> <li>❖ knows that we can find out about a person's life by using a range of sources and begin to use a few with support (visiting museums, fiction and non-fiction texts, pictures).</li> <li>❖ knows some of the different ways the past has been represented (timelines, pictures, diary entries, paintings, stories, non-fiction text).</li> <li>❖ knows that people can disagree about what happened in the past without being wrong.</li> <li>❖ knows that some sources are more helpful than others and is beginning to discuss reliability.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Knows how to look at two different versions of the same event and can begin to explain why the accounts may differ.</li> <li>❖ Knows that it is not always possible to understand exactly what happened and people have different beliefs.</li> <li>❖ knows how to research an area of interest further, independently.</li> </ul>	<ul style="list-style-type: none"> <li>❖ knows that people would have different outlooks depending on their social standing.</li> <li>❖ knows that history is continually being rewritten.</li> <li>❖ Knows how to form own opinions of a historical event based on the sources looked at.</li> <li>❖ Knows how to use sources of information to form testable hypotheses about the past, forming their own research question.</li> <li>❖ Knows how to refine lines of enquiry as appropriate.</li> </ul>
<b>Historical concepts (continuity and change / causes and consequences / similarities and differences / significance)</b>	<ul style="list-style-type: none"> <li>❖ Knows the difference between past and present in their own and other's lives.</li> <li>❖ Knows that not everyone in the past had the same experience.</li> <li>❖ Knows that there are reasons why people in the past acted the way they did.</li> <li>❖ Knows that people (locally, nationally and globally) and events are significant and can explain how they made an impact.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Knows how to give a broad overview of changes to life in Britain from ancient until medieval times.</li> <li>❖ Knows how to describe features of periods of time and societies and can compare any similarities or contrasts between different periods / societies.</li> <li>❖ Knows how to use evidence to describe houses, settlements, cultures and ways of life, people's beliefs and attitudes, and experiences of rich and poor/ male and female and children.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Knows how to give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>❖ Knows how to choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status.</li> <li>❖ Knows how to compare some of these different periods of time and major events in Britain, with the rest of the world.</li> </ul>



	<ul style="list-style-type: none"> <li>❖ Knows how to identify similarities and differences between ways of life at different times in history.</li> <li>❖ Begin to recognise causes and consequences of people's actions and events.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Knows how to compare previous beliefs to current beliefs.</li> <li>❖ Knows how some past events have affected life today.</li> <li>❖ Knows how to provide a reasonable explanation as to why something happened (causes and consequences).</li> <li>❖ Knows how local and global significant people made a difference and can articulate why they are significant.</li> <li>❖ Knows how to describe links between main events, situations and changes within and across different periods and societies (continuity and change).</li> </ul>	<ul style="list-style-type: none"> <li>❖ Knows how to describe the social, ethnic, cultural or religious diversity of past societies in Britain and the wider world.</li> <li>❖ Knows some short-term cause and consequences of the main events situations and changes in the period studied.</li> <li>❖ Knows how to identify changes and makes links within and across the time periods studied, backing it up with evidence and statistics.</li> <li>❖ Knows how some changes impact both subsequent periods and in the long term, on today's society.</li> </ul>
<b>Knowledge and Communicating understanding</b>	<ul style="list-style-type: none"> <li>❖ knows how to recall simple facts.</li> <li>❖ knows how to recount and describe the main events from a significant event or time in the past.</li> <li>❖ knows how to sort events or objects into groups.</li> <li>❖ knows how to show historical understanding through writing, cut and stick activities on a</li> </ul>	<ul style="list-style-type: none"> <li>❖ Knows how to present findings from the past using speaking, writing, ICT and drawings.</li> <li>❖ Knows how to use dates and vocabulary related to the topic accurately (in particular: monarch, invader and settlement) and suggest different ways to present information for different purposes.</li> <li>❖ Knows how to add events and dates to a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Knows how to present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience.</li> <li>❖ Knows how to construct own timeline, using dates and key words correctly.</li> <li>❖ Know how to use date and terms consistently and correctly.</li> </ul>



	<p>timeline, drawing, role play and with verbal answers.</p> <ul style="list-style-type: none"><li>❖ knows how to write simple recounts about the past.</li><li>❖ knows how to draw labelled diagrams using given vocabulary.</li><li>❖ knows how to write about significant people, events and artefacts from the past in guided tasks- creating posters and short information texts.</li></ul>	<ul style="list-style-type: none"><li>❖ Knows how to make comparisons between time periods verbally and can articulate historical concepts.</li><li>❖ Knows how to present information gathered from a research task, picking from templates provided.</li></ul>	<ul style="list-style-type: none"><li>❖ Know how to plan and present a self-directed project or research about a studied period.</li><li>❖ Know how to present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g., written explanation, tables and charts, labelled diagram). Their recording reflects the skills being taught.</li></ul>
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