



Key Learning Outcomes – Knowledge and Skills - HISTORY

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronological understanding	I can talk about events that have happened in their life-times (e.g. birthdays, holidays, etc.) I know the concepts of past and present.	I can sequence events in their life. I can sequence 3 or 4 artefacts from different periods of time. I can match objects to people of different ages I know the word order I know events happen in time order	I can sequence artefacts closer together in time - check with reference book. I can sequence photographs etc. from different periods of their life. I can describe memories of key events in lives I know the words order and sequence I know events happen in chronological order	I can place the time studied on a time line or part time line. I can use dates and terms related to the study unit and passing of time I can sequence several events or artefacts I know what chronological means	I can place events from period studied on time line I can use terms related to the period and begin to date events I can understand more complex terms eg BC/AD	I know and sequence key events of time studied I can use relevant terms and period labels I can make comparisons between different time periods	I can place current study on time line in relation to other studies I can use relevant dates and terms I can sequence up to 10 events on a time line, using own knowledge and research materials



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Range and depth of historical knowledge	I can talk about a past event in their own life and someone from their family. I can comment on images of familiar situations in the past. I know what the word past means I know what History means I know who our ruling monarch is	I can recognise the difference between past and present in their own and others' lives I know and recount episodes from stories about the past I know at least one event that happened before I was born I know that historical events can be different around the world I know that history is the study of past events I know who our ruling monarch is I know some significant figures from history and their impact on us today I know when the Great fire of London happened and what caused it	I can recognise why people did things, why events happened and what happened as a result. I can identify differences between ways of life at different times. I know at least two different periods of time I know that some events have a worldwide impact I know there are different periods of time I know who our ruling monarch is and at least 2 other kings or queens I know some significant figures from history and their impact on us today I know when the Great fire of London happened and what caused it	I can find out about every-day lives of people in time studied Compare with our life today. I can identify reasons for and results of people's actions. I can understand why people may have wanted to do something I know at least three different time periods in chronological order I know some ancient historical events I know at least 4 rulers of England and the UK in chronological order I know some significant events from the Egyptian era and some beliefs and practises I know what happened when the Roman's invaded and their impact on Britain today	I can use evidence to reconstruct life in time studied I can identify key features and events of time studied. I can look for links and effects in time studied. I can offer a reasonable explanation for some events I know the order of time periods I have learnt about I know the difference between ancient and modern history I know at least 4 rulers of England and the UK in chronological order I know some significant events from the Egyptian era and some beliefs and practises	I can study different aspects of different people - differences between men and women I can examine causes and results of great events and the impact on people. I can compare life in early and late 'times' studied. I can compare an aspect of life with the same aspect in another period. I know the chronological order of changes in the UK I know the order of time from prehistoric to modern I know key rulers of England and the UK in chronological order I know the causes and impact of the first world war	I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. I can compare beliefs and behaviour with another time studied. I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. I know key dates, characters and events of the time period being studied. I know all vocabulary related to ordering time I know some of the rulers of England and the UK in chronological order I know the causes and impact of the first world war



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Range and depth of historical knowledge		I know when the dinosaurs lived and how they became extinct	I know when the dinosaurs lived and how they became extinct	I know the importance of the stone age, bronze age and iron age	I know what happened when the Roman's invaded and their impact on Britain today I know the importance of the stone age, bronze age and iron age	I know the causes and impact of the second world war I know some significant events from the Victorian era and the impact on Britain today I know the significance of the Vikings and their impact on Britain today I know who the Tudors were and their impact on Britain I know what causes the great plague, how it spread and its impact on the country	I know the causes and impact of the second world war I know some significant events from the Victorian era and the impact on Britain today I know the significance of the Vikings and their impact on Britain today I know who the Tudors were and their impact on Britain I know what causes the great plague, how it spread and its impact on the country



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Interpretations of history	I can use stories to begin to understand events that happened before their life-time. I can listen to adults telling stories about the past and recall facts.	I can use stories to encourage children to distinguish between fact and fiction. I can compare adults talking about the past - how reliable are their memories?	I can compare 2 versions of a past event. I can compare pictures or photographs of people or events in the past. I can discuss reliability of photos/ accounts/stories	I can identify and give reasons for different ways in which the past is represented. I can distinguish between different sources - compare different versions of the same story. I can recognise representations of the period - museum, cartoons etc	I can use the evidence available from teacher provided resources. I can begin to evaluate the usefulness of different sources. I can use text books and historical knowledge	I can compare accounts of events from different sources - fact or fiction, some selected by children. I can offer some reasons for different versions of events.	I can link sources and work out how conclusions were arrived at. I can consider ways of checking the accuracy of interpretations - fact or fiction and opinion. I am aware that different evidence will lead to different conclusions. I can confidently use the library and internet for research
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Historical enquiry	I can ask questions about the past.	I can find answers to simple questions about the past from sources of information e.g. artefacts	I can use a source - observe or handle sources to answer questions about the past on the basis of simple observations.	I can use a range of sources to find out about a period. I can observe small details - artefacts, pictures. I can select and record information relevant to the study. I can begin to use the library and internet for research.	I can use evidence to build up a picture of a past event. I can choose relevant material to present a picture of one aspect of life in time past. I can ask a variety of questions. I can use the library and internet for research.	I can begin to identify primary and secondary sources. I can use evidence to build up a picture of a past event. I can select relevant sections of information. I can use the library and internet for research with increasing confidence.	I can recognise primary and secondary sources. I can use a range of sources to find out about an aspect of time past. I can suggest omissions and the means of finding out. I can bring knowledge gathered from several sources together in a fluent account.



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Organisation and communication	I can communicate my knowledge through: Discussion, Drawing pictures, Drama/role play, Making models. Using ICT	I can communicate my knowledge through: Discussion, Drawing pictures, labelling images, Drama/role play, Making models. Using ICT, writing,	I can communicate my knowledge through: Discussion, Drawing pictures, labelling images, Drama/role play, Making models. Using ICT, writing in short paragraphs	I can communicate my knowledge through: Discussion, Drawing pictures, labelling images, Drama/role play, Making models. Using ICT, writing in short paragraphs using historical language and key terms	I can recall, select and organise historical information I can communicate my knowledge and understanding through an appropriate form. Select and apply subject specific language	I can recall, select and organise historical information I can communicate my knowledge and understanding through an appropriate form selected by the child I can draw on, select and apply subject specific language	I can select and organise information to produce structured work, making appropriate use of dates and terms.