History	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Awareness	I can talk about events that have happened during the week. I can sequence events from a story.	I can sequence a few events or related objects / pictures. I can comment about things (features, events, people and themes) from the past.	I can sequence a few events, objects or pieces of information on a timeline. I can describe some features, events, people and themes from the past.	I can place events, objects, themes and people from my history topic on a timeline. When I talk or write about features, events, people and themes from the past, I can include some details.	I can place a number of events, objects, themes and people from topics I have studied on a timeline.	I can place historical periods I have studied as well as information about my topic on a timeline. I can make some connections with features of other periods I have studied.	When I talk or write about the past I include detail and show some understanding of a local, national and global context.
Historical Enquiry	I can talk about the past in stories. I can suggest why certain objects relate to the past	I can pick out information about the past from sources like pictures, objects and stories.	I can use information from more than one source in my answers.	I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences.	I can comment on the usefulness of different sources of evidence.	I can comment on the usefulness and accuracy of different sources of evidence.	I can suggest some reasons why there are different accounts and interpretations of the past.
Historical Vocabulary	I can start to use words like old & new and then & now accurately	I can understand and use time related words such as then, now, past, old and new.	I can use past and present tense when describing events. I can use a wider range of 'time terms' including: recently, before, after, now, later.	I can understand and can use the terms: century, decade, BCE, CE I can use some 'historical period' terms.	I can identify significant dates and use historical terms.	I use dates and historical period terms accurately.	I use dates and historical period terms accurately and in context.

Interpretation of History	I can identify some things which tell us about the past	I can name some types of things which tell us about the past.	I can say which sources (from a selection) are likely to be the most useful.	I can identify primary and secondary sources of evidence.	I can differentiate between primary and secondary sources of evidence.	I compare sources of evidence to help me identify reliable information.	I can evaluate the reliability of a variety of historical sources to draw conclusions.
Knowledge and Understanding	I can compare past and present using words like then and now	I can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods	I can begin to give simple reasons why changes occurred in the past. I can draw simple conclusions and deduce information on the past from pictures and information	I have knowledge and understanding of some of the main events, people and changes from the past	I can make connections between local, regional, national and international history I can explain some of the main events and give reasons for, and results of, the changes	I can understand why some civilisations have been successful and why others have not	I can identify features and make links between past societies and periods. I can draw on my depth of factual knowledge and understanding of Britain and the wider world
Organise, Evaluate and Communicate Information	I can obtain ideas about the past from pictures and objects	I can obtain ideas about the past from pictures I can write simple sentences to describe an event or period of time	I can begin to understand that information on the past may differ I can connect ideas and give simple phrases as to why an event occurred I can describe an event using time markers to show structure	I can identify some of the different ways in which the past is represented.	I can understand that aspects of the past have been represented and interpreted in different ways	I can begin to make use of dates and terms to structure my work I can evaluate sources and identify those that are useful to the task	I can understand the methods of historical enquiry, including how evidence is used and discover how and why contrasting arguments and interpretations of the past have been constructed

Understanding Historical Concepts	I can begin to understand historical concepts from stories – e.g. king or battle	I can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual	I can give more than one effect of an event and give simple explanations	I can give reasons for and results of the main events and changes using simple concepts such as cause and effect.	I can understand more complex, abstract concepts	I can understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past	I can use historical concepts to create my own structured accounts, including written narratives and analysis
Continuity and Change	I can suggest things that stay the same or change in my own life.	I can point out some similarities and differences between aspects of my life and the life of people around me.	I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.	I can point out some similarities and differences between aspects of life at different times in the past.	I can describe some changes in the historical period I am studying.	I can describe changes within periods and societies I have studied.	I can describe change within and between periods and societies I have learned about.
Cause and Consequence	I can begin to suggest reasons why things happen.	I can give reasons and explanations of why particular events happen.	I can make some comments about why people did things, why events happened and what happened as a result.	I can pick out some reasons for and results of people's actions and events.	I can suggest reasons for and results of people's actions and events.	I can give some reasons for and results of historical events.	I can give detailed reasons to explain causes and consequences in the historical events.
Diversity	I can point out some similarities and differences between aspects of my life and the life of people around me.	I can point out some similarities and differences between aspects of my life and the life of people around me.	I can point out some similarities and differences between the ways of life of different people living at the time I am learning about.	I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying.	I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.	I can describe similarities and differences in society, culture and religion in Britain at a local and a national level.	I can describe similarities and differences in society, culture and religion in Britain, at a local, national and international level.

Significance	I can identify significant people in my own family.	I can suggest why some people are regarded as significant.	I can name and talk about people or events which are historically important in the period I am learning about.	I can point out which people and events are historically significant and give reasons why.	I can suggest which people and events were historically important.	I can suggest which people have had an impact on historical events.	I can suggest which people have had a substantial historical impact.