



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Skills -Recognising the distinction between past & present -Use past forms accurately when talking about events that have happenedUses everyday language related to time: e.g. then, next, yesterday, last year, days of week, vocabulary related to their birthday e.g. month of the year	Skills -Recognising the distinction between past & present -Sequence some events or 3 or 4 related objects in order -Uses words and phrases: old, new, young, days, months -Remembers parts of stories and memories about the past -Lives of significant historical figures, including comparison of those from different periods Link in Black History Month: Dr Maggie Aderin-Pocock (British Space Scientist)	Skills -Recount changes in own life over time -Puts 3 people, events or objects in order using a given scaleUses words and phrases such as recently, before, after, now, laterUses past and present when telling others about an event. Link in Black History Month Martin Luther King (democracy P4C link)	Skills -Uses timelines to place events in orderUnderstands timeline can be divided into BC and ADUses words and phrases: century, decade. Link in Black History Focus: Mary Seacole	Skills -Uses words and phrases: century, decade, BC, AD, after, before, duringDivides recent history into present, using 21st century, and the past using 19th and 20th centuriesNames and places dates of significant events from past on a timeline.	Skills -Uses timelines to place and sequence local, national and international events. Sequences historical periodsDescribes events using words and phrases such as: century, decade, BC, AD, after, before, and during, Tudors, Stuarts, Victorians, era, and periodIdentifies changes within and across historical periods. Link in Black History Focus: Nelson Mandela & The Apartheid	Skills -Uses timelines to place events, periods and cultural movements from around the worldUses timelines to demonstrate changes and developments in culture, technology, religion and societyUses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and TodayDescribes main changes in a period in history using words such as: social, religious, political, technological and culturalNames date of any significant event studied from past and place it correctly on a timeline.
							Matthew Henson and Tenzing Norgay (black explorer) Mary Seacole
Knowledge and understanding of past events, people and	Skills - To talk about past and present events in their own lives and in	Skills -Tell the difference between past and present in own and other people's lives	Skills -Uses information to describe the pastUses information to describe differences	Skills -Uses evidence to describe past: Houses and settlements	Skills -Shows knowledge and understanding by describing features of	Skills -Identifies some social, cultural, religious and ethnic diversities of	Skills -Chooses reliable sources of factual evidence to describe: houses and settlements; culture and





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changes in the past	the lives of family members - Have opportunities to share experiences and knowledge from different parts of their lives with each other.	-They know and recount episodes from stories about the past	between then and nowRecounts main events from a significant in historyUses evidence to explain reasons why people in past acted as they did.	Culture and leisure activities Clothes, way of life and actions of people Buildings and their uses People's beliefs and attitudes Things of importance to people Differences between lives of rich and poor -Uses evidence to find out how any of these may have changed during a time periodDescribes similarities and differences between people, events and objects -Shows changes on a timeline	past societies and periodsIdentifies some ideas, beliefs, attitudes and experiences of men, women and children from the pastGives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time periodDescribes how some of the past events/people affect life today.	societies studied in Britain and wider worldGives some causes and consequences of the main events, situations and changes in the periods studiedIdentifies changes and links within and across the time periods studied.	leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poorIdentifies how any of above may have changed during a time periodGives own reasons why changes may have occurred, backed up with evidenceShows identified changes on a timelineDescribes similarities and differences between some people, events and objects studiedDescribes how some changes affect life todayMakes links between some features of past societies.
Historical interpretation	Skills -To preserve memories of special events, e.g. making a book, collecting photographs, sound recording, drawing and writingPupils will be able to recall and share events from their lives and the lives of others.	Skills -Begins to identify and recount some details from the past from sources (eg. pictures, stories) -Compare adults talking about the past – how reliable are their memories?	Skills -Looks at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet)Understands why some people in the past did things.	Skills -Looks at 2 versions of same event and identifies differences in the accounts.	Skills -Gives reasons why there may be different accounts of history.	Skills -Looks at different versions of the same event and identifies differences in the accountsGives clear reasons why there may be different accounts of historyKnows that people (now and in past) can represent events or ideas in ways that persuade others	Skills -Understands that the past has been represented in different waysSuggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different waysKnows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.





Historical	Skills	<u>Skills</u>	Skills	Skills	Skills	Skills	Skills
enquiry	- Looks closely at	-Finds answers to	-Looks carefully at	-Uses printed sources,	-Understands the	-Uses documents,	-Identifies and uses different
	change.	simple questions	pictures or objects to	the internet, pictures,	difference between	printed sources, the	sources of information and
	-Ask & answer 'how'	about the past from	find information about	photos, music,	primary and secondary	internet, databases,	artefacts.
	and 'why' questions	sources of	the past.	artefacts, historic	sources of evidence.	pictures, photos, music,	-Evaluates the usefulness
	about their	information (eg.	-Asks and answers	buildings and visits to	-Uses documents,	artefacts, historic	and accurateness of
	experiences	pictures, stories	questions such as:	collect information	printed sources, the	buildings and visits to	different sources of
		research on	'what was it like for a	about the past.	internet, databases,	collect information	evidence.
		computers)	?', 'what happened	-Asks questions such	pictures, photos, music,	about the past.	-Selects the most
			in the past?', 'how	as 'how did people?	artefacts, historic	-Asks a range of	appropriate source of
			long ago did	What did people do	buildings and visits to	questions about the	evidence for particular tasks.
			happen?',	for?'	collect information	past.	-Forms own opinions about
			-Estimates the ages of	-Suggests sources of	about the past.	-Chooses reliable	historical events from a
			people by studying	evidence to use to	-Asks questions such as	sources of evidence to	range of sources.
			and describing their	help answer	'what was it like for a	answer questions.	
			features.	questions.	during?'	-Realises that there is	
					-Suggests sources of	often not a single	
					evidence from a	answer to historical	
					selection provided to use	questions.	
					to help answer		
					questions.		





Organisation and	Skills	Skills	Skills	Skills	Skills	Skills	Skills
communication	-Shows knowledge and understanding about the past in different ways (eg. role play, drawing, and writing, talking)Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT	-Shows knowledge and understanding about the past in different ways (eg. role play, drawing, and writing, talking)Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT	-Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICTDescribes objects, people and eventsWrites own date of birthWrites simple stories and recounts about the pastDraws labelled diagrams and writes about them to tell others about people, events and objects from the past.	-Presents findings about past using speaking, writing, ICT and drawing skills -Uses dates and terms with increasing accuracyDiscusses different ways of presenting information for different purposes.	-Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills -Uses dates and terms correctlyDiscusses most appropriate way to present information, realising that it is for an audienceUses subject specific words such as monarch, settlement, and invader.	-Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skillsUses dates and terms accuratelyChooses most appropriate way to present information to an audience	-Presents information in an organised and clearly structured wayMakes use of different ways of presenting informationPresents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram)Makes accurate use of specific dates and terms.
Local History	Skills - Develop an awareness of Rotherhithe's past. - Shows knowledge of people and events about their local history - To identify similarities and differences between ways of life in Rotherhithe	Skills - Develop an awareness of Rotherhithe's past, using common words and phrases relating to the passing of time. - Shows knowledge of people and events about their local history - To identify similarities and differences	Skills - Develop an awareness of Rotherhithe's past, using common words and phrases relating to the passing of time. - Shows knowledge of where the people and events about their local history fit within a chronological framework	Skills - Develop a knowledge and understanding of the local history of Rotherhithe. - Develop appropriate use of historical terms about local history. - Discuss questions about change, cause, similarity and difference. - Organise relevant local historical information.	Skills - Develop a chronologically knowledge and understanding of the local history of Rotherhithe. - Develop appropriate use of historical terms about local history. - Discuss historically valid questions about change, cause, similarity and difference, and significance.	Skills - Develop a chronologically knowledge and understanding of the local history of Rotherhithe. - Contrast trends over time about local history. - Develop appropriate use of historical terms about local history. - Discuss historically valid questions about change,	Skills - Develop a chronologically secure knowledge and understanding of the local history of Rotherhithe. - Contrast trends over time about local history. - Develop appropriate use of historical terms about local history. - Address and sometimes devise historically valid questions about change, cause,





	difference, and
history. Rotherhithe differences the past is historical and significance. s	
	significance.
- To ask and - Use vocabulary between ways of constructed from information Construct - Construct	Construct informed
answer questions linked to local life in Rotherhithe a range of - Understand how informed re-	responses by selecting
about history. through different sources. our knowledge of responses by a	and organising relevant
Rotherhithe's - To ask and periods. the past is selecting and lo	local historical
local history and answer - Use a wide constructed from a organising relevant in	information
related artefacts.	Understand how our
- stories linked to everyday information k	knowledge of the past
events from historical terms - Understand how is	is constructed from a
local history. linked to local our knowledge of re	range of sources 2
history. the past is - Id	Identify anachronism,
- To ask and constructed from a b	be aware of different
answer questions, range of sources 🛛 v	views about the local
choosing and - Be aware of p	people/events studied
using parts of different views a	and be able to give
stories and other about the local s	some reasons why
sources to show people/events d	different versions of
that they know studied and be t	the past exist
and understand able to give some - E	Evaluate a range of
key features of reasons why	historical sources and
events from local different versions n	make perceptive
history. of the past exist d	deductions about the
- Evaluate a range of re	reliability of sources in
historical sources a	answering local
	historical questions.
	Understand change
	and continuity, and the
	significance of local
	people. 2
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	EYFS Jobs and occupations Christmas story Litter leaders Amelia Earhart Mother's day Human growth St George's day Animals past and present Local history	Year 1 Toys now and in the past Neil Armstrong The Maggie Aderin-Pocock's Local history	Year 2 Female Pioneers (Florence nightingale and Edith Cavell) Local history Queen Elizabeth 1st Martin Luther King	Year 3/4 Romans Hidden figures (Mary Jackson, Katherine Johnson, and Dorothy Vaughan) Local history	Year 5/6 Mayans World War 2 Harriet Tubman Local history
<u>Chronological</u> <u>understanding</u>	Skills -Recognising the distinction between past & present -Use past forms accurately when talking about events that have happenedUses everyday language related to time: e.g. then, next, yesterday, last year, days of week, vocabulary related to their birthday e.g.	Skills -Recognising the distinction between past & present -Sequence some events or 3 or 4 related objects in order -Uses words and phrases: old, new, young, days, months -Remembers parts of stories and memories about the past -Lives of significant historical figures.	Skills -Recount changes in own life over time -Puts 3 people, events or objects in order using a given scaleUses words and phrases such as recently, before, after, now, laterUses past and present when telling others about an event. Link in Black History Month Martin Luther King	Skills -Uses words and phrases: century, decade, BC, AD, after, before, duringDivides recent history into present, using 21st century, and the past using 19th and 20th centuriesNames and places dates of significant events from past on a timeline. Link in Black History Focus: Women of	Skills -Uses timelines to place events, periods and cultural movements from around the world. -Uses timelines to demonstrate changes and developments in culture, technology, religion and society. -Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. -Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. -Names date of any significant event studied from past and place it correctly on a timeline. Link in Black History Focus: Harriet Tubman





	month of the year	including comparison of those from different periods Link in Black History Month: Dr Maggie Aderin- Pocock (British Space Scientist)	(democracy P4C link)	NASA:(Mary Jackson, Katherine Johnson, and Dorothy Vaughan)	
Knowledge and understanding of past events, people and changes in the past	Skills - To talk about past and present events in their own lives and in the lives of family members - Have opportunities to share experiences and knowledge from different parts of their lives with each other.	Skills -Tell the difference between past and present in own and other people's lives -They know and recount episodes from stories about the past	Skills -Uses information to describe the pastUses information to describe differences between then and nowRecounts main events from a significant in historyUses evidence to explain reasons why people in past acted as they did.	Skills -Shows knowledge and understanding by describing features of past societies and periodsIdentifies some ideas, beliefs, attitudes and experiences of men, women and children from the pastGives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time periodDescribes how some of the past events/people affect life today.	Skills -Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. -Identifies how any of above may have changed during a time period. -Gives own reasons why changes may have occurred, backed up with evidence. -Shows identified changes on a timeline. -Describes similarities and differences between some people, events and objects studied. -Describes how some changes affect life today. -Makes links between some features of past societies.
Historical interpretation	Skills -To preserve memories of special events, e.g. making a book, collecting	Skills -Begins to identify and recount some details from the past from	Skills -Looks at books and pictures (and eye-witness accounts, photos, artefacts,	Skills -Gives reasons why there may be different accounts of history.	Skills -Understands that the past has been represented in different waysSuggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different waysKnows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.





	photographs, sound recording, drawing and writingPupils will be able to recall and share events from their lives and the lives of others.	sources (eg. pictures, stories) -Compare adults talking about the past – how reliable are their memories?	buildings and visits, internet)Understands why some people in the past did things.		
Historical	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	Skills
enquiry	- Looks closely at changeAsk & answer 'how' and 'why' questions about their experiences	-Finds answers to simple questions about the past from sources of information (eg. pictures, stories research on computers)	-Looks carefully at pictures or objects to find information about the pastAsks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', -Estimates the ages of people by studying and describing their features.	-Understands the difference between primary and secondary sources of evidenceUses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the pastAsks questions such as 'what was it like for a during?' -Suggests sources of evidence from a selection provided to use to help answer questions	-Identifies and uses different sources of information and artefactsEvaluates the usefulness and accurateness of different sources of evidenceSelects the most appropriate source of evidence for particular tasksForms own opinions about historical events from a range of sources.





Organisation	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	Skills	<u>Skills</u>
and	-Shows	-Shows	-Communicate	-Presents findings	-Presents information in an organised and clearly structured way.
communication	knowledge and	knowledge and	their knowledge	about past using	-Makes use of different ways of presenting information.
	understanding	understanding	through:	speaking, writing,	-Presents information in the most appropriate way (eg written explanation/tables and
	about the past in	about the past in	Discussion	maths (data	charts/labelled diagram).
	different ways	different ways	Drawing	handling), ICT,	-Makes accurate use of specific dates and terms.
	(eg. role play,	(eg. role play,	pictures	drama and drawing	
	drawing, and	drawing, and	Drama/role play	skills	
	writing, talking).	writing, talking).	Making models	-Uses dates and	
	-Communicate	-Communicate	Writing	terms correctly.	
	their knowledge	their knowledge	Using ICT	-Discusses most	
	through:	through:	-Describes	appropriate way to	
	Discussion	Discussion	objects, people	present information,	
	Drawing	Drawing	and events.	realising that it is for	
	pictures	pictures	-Writes own date	an audience.	
	Drama/role play	Drama/role play	of birth.	-Uses subject	
	Making	Making	-Writes simple	specific words such	
	models	models	stories and	as monarch,	
	Writing	Writing	recounts about	settlement, and	
	Using ICT	Using ICT	the past.	invader.	
			-Draws labelled		
			diagrams and		
			writes about them		
			to tell others		
			about people,		
			events and		
			objects from the		
			past.		
Local History	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
	- Develop an	- Develop an	- Develop an	- Develop a	- Develop a chronologically secure knowledge and understanding of the local history of
	awareness	awareness	awareness of	chronologically	Rotherhithe.
	of	of	Rotherhithe's	knowledge	- Contrast trends over time about local history.
	Rotherhithe's	Rotherhithe's	past, using	and	- Develop appropriate use of historical terms about local history.
	past.	past, using	common	understanding	- Address and sometimes devise historically valid questions about change, cause,
	- Shows	common	words and	of the local	similarity and difference, and significance.
	knowledge	words and	phrases	history of	- Construct informed responses by selecting and organising relevant local historical
	of people	phrases	relating to	Rotherhithe.	information
	and events	relating to	the passing	- Develop	- Understand how our knowledge of the past is constructed from a range of sources 2
	about their	the passing	of time.	appropriate	- Identify anachronism, be aware of different views about the local people/events
	local history	of time.	- Shows	use of historical	studied and be able to give some reasons why different versions of the past exist
	- To identify	- Shows	knowledge of	terms about	- Evaluate a range of historical sources and make perceptive deductions about the
	similarities	knowledge	where the	local history.	reliability of sources in answering local historical questions.
	and	of people	people and	- Discuss	- Understand change and continuity, and the significance of local people.
	differences	and events	events about	historically valid	- ondersiand enange and commonly, and the significance of local people.
				,	
	between	about their	their local	questions	
	ways of life	local history	history fit	about change,	





in Rotherhithe Use vocabulary linked to local history. To ask and answer questions about Rotherhithe's local history and related artefacts.	in differences Rotherhithe between - Use ways of life in vocabulary Rotherhithe	and significance. - Select and organise relevant local historical information. - Understand how our knowledge of the past is constructed from a range of sources. // sources. // sources.
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