

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>EYFS</b></p>	<p><b>By the end of EYFS our children will -</b></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Explain how they have changed since they were born</li> </ul> <p><b>Range and depth of historical understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that some things happened a long time ago and that no one remembers e.g. dinosaurs</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>• Know the key differences between my life and the lives of family members of different ages</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Show curiosity about the past</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of family and people around them</li> <li>• <u>Use language such as today, yesterday, when I was little</u></li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Key Stage 1</b></p>	<p><b>By the end of KS1 our children will -</b></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Explain where the people and events they study fit within a chronological framework</li> <li>• Talk about changes within living memory and beyond living memory and explain the difference</li> </ul> <p><b>Range and depth of historical understanding</b></p> <ul style="list-style-type: none"> <li>• Understand key events in history and the impact they had on what we do now.</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>• Relate their own account of an event and understand that others may give a different version.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Speak to people about their experiences of the past and how things have changed.</li> <li>• Identify similarities and differences between ways of life in different periods of history</li> <li>• Ask and answer questions</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Use a wide range of everyday historical terms</li> <li>• Have an awareness of the past using common words and phrases relating to the passing of time</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Lower Key Stage 2</b></p>	<p><b>By the end of Lower KS2 our children will -</b></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Identify where people and events fit into a chronological framework</li> <li>• Understand that some events took place before the year 1CE and show an understanding of how an Ancient history timeline works</li> </ul> <p><b>Range and depth of historical understanding</b></p> <ul style="list-style-type: none"> <li>• Recognise what happened as a result of events that happened a long time ago around the world and locally</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>• Recognise that our knowledge of the past is constructed from different sources of evidence</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Suggest why certain events happened as they did in history</li> </ul>

	<ul style="list-style-type: none"> <li>• Use research skills to explain how the local area was different in the past – through evidence such as photos, maps and newspaper reports</li> <li>• Compare two or more historical periods, explaining things that which changed and things which stayed the same</li> <li>• Use sources to address historically valid questions and hypotheses</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• Communicate his/her learning in an organised and structured way, using appropriate terminology</li> <li>• Use relevant historic terms relating to their period of study</li> </ul>
<p>Upper Key Stage 2</p>	<p><b>By the end of Upper KS2 our children will -</b></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Summarise the main events from a period of history, explaining the order of events and what happened</li> </ul> <p><b>Range and depth of historical understanding</b></p> <ul style="list-style-type: none"> <li>• Examine causes and results of great events and the impact of these</li> <li>• Summarise how Britain has had a major influence on the world</li> <li>• Summarise how Britain may have learnt from other countries and civilisations (historically and more recently)</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>• Evaluate primary and secondary sources and make simple inferences, comparing accounts from fact or fiction</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Identify and explain differences, similarities and changes between different periods of history</li> <li>• Use a range of sources to find out about an aspect of time past</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Bring knowledge gathered from several different sources together in a fluent account</li> <li>• Show developing appropriate use of historical terminology</li> </ul>