

Key concepts	EYFS	KS1
Chronology knowledge	<p>To know that someone's age is the time since they were born.</p> <p>To know that they started life as a baby but have since grown and changed.</p> <p>To know that some people are older than others.</p> <p>To know that parents are older than children and grandparents are older than parents.</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).</p>	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time.</p> <p>To know a decade is ten years.</p>
Chronology skills	<p>Beginning to sequence events when describing them (e.g. daily routines, events in a story)</p> <p>Recognising that some stories are set a long time ago.</p> <p>Recognising significant dates for them (birthday).</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")</p> <p>Recounting activities that happened in their past using photos as a prompt.</p>	<p>Sequencing up to six artefacts on a timeline.</p> <p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Sequencing up to six events on a timeline.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p>
Hierarchy and power	<p>To know that in fairytales kings/queens are usually important, powerful people who rule over others.</p>	<p>To know that a monarch in the UK is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that Britain was organised into kingdoms and these were governed by monarchs.</p>
Achievements of mankind	<p>To recognise some interests and achievements from their own lives and the lives of their families and friends.</p>	<p>To know and begin to identify some achievements and inventions that still influence their own lives today (e.g. toys, schools, travel).</p>

		<p>To know some achievements and discoveries of significant individuals (e.g. explorers).</p> <p>To know the legacy and contribution of some inventions (e.g. flight).</p> <p>To be aware of the achievements of significant individuals (e.g. those involved with the history of flight)</p>
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Second order / disciplinary concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. Within history, they answer the question: How do historians learn about the past?

	EYFS	KS1
Change and continuity	Being aware of changes that happen throughout the year (e.g. seasons, nature).	<p>Being aware that some things have changed and some have stayed the same in their own lives.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p> <p>Recognising some things which have changed / stayed the same as the past.</p> <p>Identifying simple reasons for changes.</p> <p>To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>To know that everyday objects have changed over time.</p> <p>To know that daily life has changed over time but that there are some similarities to life today</p>

Cause and consequence	Experiencing cause and effect in play. - achieve through continuous provision available.	Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. To know that everyday objects have changed as new materials have been invented. To know that changes may come about because of improvements in technology.
Similarities and differences	Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day.	Beginning to look for similarities and differences over time in their own lives. Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society. Making comparisons with their own lives. To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past To know that there are explanations for similarities and differences between children's lives now and in the past.
Historical significance	Recalling special people in their own lives. To know the names of people that are significant to their own lives.	Recalling special events in their own lives. Discussing who was important in a historical event. To know that some people and events are considered more 'special' or significant than others. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives.

<p>Sources of evidence</p>	<p>Using photographs and stories to compare the past with the present day. Using stories and non-fiction books to find out about life in the past. To know that stories and books can tell us about the past.</p>	<p>Using artefacts, photographs and visits to museums to ask and answer questions about the past Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source. To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past</p>
<p>Historical interpretation</p>	<p>Recognising that different members of the class may notice different things in photographs from the past. To begin to understand that the past can be represented in photographs and drawings</p>	<p>Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from artefacts, photographs and written sources. To know that the past can be represented in photographs. To know that the past is represented in different ways.</p>

Historical enquiry skills

	EYFS	KS1
Posing historical questions	Asking questions about the differences they can see in photographs or images (in stories) that represent the past	Asking questions about sources of evidence (e.g. artefacts). Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions
Gathering, organising and evaluating evidence	Making simple observations about the past from photographs and images.	Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source.
Interpreting findings, analysing and making connections	Making simple observations about the past from photographs and images	Interpreting evidence by making simple deductions . Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers.
Evaluating and drawing conclusions	Deciding whether photographs or images (e.g. from stories) depict the past.	Making simple conclusions about a question using evidence to support.
Communicating findings	Communicating findings by pointing to images and using simple language to explain their thoughts.	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers.

		Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing or writing.
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