

Increasing Sophistication in Disciplinary History by Year Group (EYFS - Year 3)

		By end of EYFS	By the end of Year 1	By the end of Year 2	By the end of Year 3
Demonstrating Substantive Understanding	Knowledge & Understanding	Children are curious about people and events, can describe stories, settings and characters and talk about past and present events in their own lives and the lives of significant others.	Pupils can identify and recount some details about the past from the stories they have heard and the pictures they have seen.	Pupils are showing increasing awareness of the past, including demonstrating knowledge of where people, inventions and events fit within a specific chronological framework.	Pupils are able to provide specific details of the events, people, problems and/or developments associated with the historical periods studied.
	Enquiry using sources as evidence	Children are able to develop their understanding by observing and exploring their environment, selecting appropriate tools for activities and recognising that information can be found in books or via computers.	Pupils can find answers to simple questions about the past, making use of role-play, drama, eye-witness accounts (e.g. grandparents stories), and other appropriate sources.	Pupils are able to ask questions about the historical sources they encounter and are able to choose and use parts of stories (and other sources) to demonstrate understanding.	Pupils are able to use sources in ways which go beyond simple observations to ask and answer questions about the past in order to build a picture of a period, person or event.
	Communication & Language	Children are able to respond verbally to 'how' and 'why' questions, make marks to record thoughts and ideas, write simple sentences and talk about past events in their own lives and the lives of significant others.	Pupils can express their understanding of the past through role-play, talk, drawing and simple written responses.	Pupils are able to write and tell simple but historically accurate stories about the past and produce labelled diagrams reflecting their understanding of history.	Pupils are able to communicate their knowledge and understanding in a variety of ways (e.g. writing, discussion, drama) and are beginning to make use of key words and phrases relating to the periods studied.
Developing Second Order Concepts	Chronology	Children can use everyday language relating to time, sequence and order familiar objects and events and talk about past and present events in their own lives and the lives of significant others.	Pupils can accurately use simple words and phrases relating to time (e.g. old/new, now/then, today/yesterday) and can sequence events from own life in time order.	Pupils are able to make appropriate use of time-related words deriving from their historical topic (e.g. before/after) and be to sequence and give reasons for the sequence of historic events	Pupils should be able to recognise that history can be divided into different periods of time, make appropriate use of chronological conventions (e.g. BC, AD, century, decade), be able to create timelines and sequence events or artefacts.
	Continuity & Change	Children have a simple awareness of the concept of change over time through their investigations and explorations (e.g. daily routine, human & animal growth, weather & seasons).	Pupils should be able to recognise explicit changes between their own lives and the lives of people from the past.	Pupils should be able to describe changes that have occurred between wider modern life and the past.	Pupils should be able to recognise and understand that some aspects of life change and some aspects stay the same across periods of time.
	Similarity & Difference	Children can identify similarity and difference between familiar individuals, objects or contexts and 'find the odd one out' e.g. between themselves and family members, animals, colours.	Pupils are able to make observations regarding similarity and difference within a wider modern context (e.g. cultural beliefs, community traditions) and be beginning to apply this understanding to past societies.	Pupils should be able to make simple observations about the similarities and differences between people, events and beliefs within a historical period.	Pupils should be able to recognise and understand that there are similarities and differences in the ways of life, beliefs and events affecting people within specific historical periods.
	Cause & Effect	Children can question and provide explanations of why things happen within a familiar daily context.	Pupils can question and provide explanations of why things happen within an unfamiliar story.	Pupils should be able to recognise what has happened, why it happened and what the impact was in within the context of a story about the past.	Pupils should be able to identify some reasons for why people acted in the way they did and/or some of the reasons why events occurred.
	Significance	Children can recognise, describe and talk about special times or events for family or friends.	Pupils can provide examples of significant modern individuals and what makes them important.	Pupils should be able to talk about who or what was important within a historical period.	Pupils should be able to consider which people or events were historically important relative to each other.
	Interpretation	Children are able to interpret and explain the marks that they and recognise that children don't always enjoy the same things.	Pupils can recognise that different people see things in different ways.	Pupils should be able to recognise that there are different representations of the past.	Pupils should be able to recognise that there are different representations of the past and begin to question these viewpoints.

	Overall	Comparison to self & others within daily context	Comparison to self & others within wider modern context. Guided recognition of history.	Comparison to wider modern life. Guided but self-determined observations relating to the past.	Comparison between historical periods. Increasingly independent identification and enquiry through questioning.
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