

		Chronology	Evidence and Interpretation	Cause and consequence	Change and Continuity	Similarity and Difference	Historical Significance
EYFS	FS1/FS2	<p>Throughout the child's time within in EYFS.</p> <p>I can talk about past and present events in my own life.</p> <p>I can visually represent my own day on a simple timeline.</p>	<p>I know that you can find out information from different sources.</p> <p>I can find out about things that have happened in my life by asking questions and looking at pictures.</p>	<p>I can say why something happened.</p>	<p>I can talk about some things that have changed during my lifetime.</p>	<p>I can identify and describe similarities and differences between myself and others.</p>	<p>I can recognise and describe special times or events for me, my friends or family.</p> <p>I can talk about significant figures from the past.</p>
KS1	Year 1/2	<p>Autumn 1</p> <p><u>Hospitals and Healthcare</u> <i>How did Florence Nightingale, Mary Seacole and Edith Cavell help to improve hospitals?</i></p> <p>I can place events, artefacts and people on a timeline.</p> <p>I can begin to use some dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p>	<p>I can describe changes and the historical events they led to.</p>	<p>I can use pictures, stories and film footage to find out about the past.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people and events from the past and explain why they are important.</p>
		<p>Spring 1</p> <p><u>Toys</u> <i>How have children's toys changed since our older relatives were little?</i></p> <p>I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p>	<p>I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"</p>	<p>I can discuss causes that lead to toys changing.</p>	<p>I can say which toys have stayed the same and which toys have changed overtime.</p>	<p>I can compare toys using pictures from the past and present.</p>	<p>I can name a significant toy from the past.</p>
		<p>Summer 1</p> <p><u>Changing Barnsley</u> <i>How has life changed for people of Barnsley over time?</i></p> <p>I can place events, places and people on a timeline.</p> <p>I can begin to use some dates where appropriate.</p>	<p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can discuss the causes of changes in Barnsley.</p>	<p>I can describe changes over a period of time.</p>	<p>I can use pictures and stories to find out about the past and compare life to what it is like now.</p>	<p>I can describe and begin to talk about key events of a significant person/time.</p>
LKS2	Year 3/4	<p>Autumn 1</p> <p><u>Roman Empire</u> <i>How did the Roman Empire impact Britain?</i></p> <p>I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</p>	<p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p>	<p>I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can describe different accounts of a historical event, explaining some of</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).</p>

						the reasons why the account may differ (Boudicca).	
	Summer 1 <u>Ancient Egypt</u> <i>What were the greatest achievements of the Ancient Egypt?</i>	<p>I can place events, artefacts and historical figure on a timeline using dates.</p> <p>With support, I can use BCE and CE.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>I can suggest causes and consequences of some of the main events within Ancient Egypt.</p>	<p>I can begin to explain the concept of change over a long period of history.</p>	<p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>
UKS2 Year 5/6	Autumn 1 <u>Crime and punishment</u> <i>How has crime and punishment changed over time in Britain?</i>	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>With support, I can refine lines of enquiry as appropriate.</p>	<p>I can describe the social causes of crime and punishment. I can describe the consequences of crimes.</p>	<p>I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I can compare similarities and differences in crime and punishments over time.</p> <p>I can compare the main changes in a period of history with the present day.</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>
	Spring 1 <u>Anglo Saxons, Vikings and Scots</u> <i>How did England change during the settlement of the Anglo-Saxons, Vikings and Scots?</i>	<p>I can use dates accurately in describing events and people.</p>	<p>I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can discuss whether the evidence is reliable and explain why.</p>	<p>I can describe causes of invasion in Britain and what the consequences were.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons, Vikings and Scots settled in Britain.</p>	<p>I can compare similarities and differences between Anglo-Saxon and Viking culture.</p>	<p>I can describe the social and cultural significance of a past society.</p>

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KS1	Year 1/2	<p>Autumn 1</p> <p><u>The Great Fire of London</u> How did the Great Fire change London?</p> <p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>I can explain the causes of the Great Fire of London and what the consequences were.</p>	<p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p>
		<p>Spring 1</p> <p><u>Technology</u> How has technology changed over the last 60 years?</p> <p>I can place events and artefacts on a timeline.</p>	<p>I can observe or handle some evidence to ask questions and find answers to questions.</p>	<p>I can explain some reasons why certain technology was manufactured.</p>	<p>I can describe how technology has changed and how it has continued over time.</p>	<p>I can use pictures and film footage to find out about technology in the past compared to now.</p>	<p>I can describe and begin to talk about key events of a significant person/time.</p>
		<p>Summer 1</p> <p><u>Kings, Queens and Castles</u> Where did Kings and Queens live through time?</p> <p>I can place events and some artefacts on a timeline.</p>	<p>With support, I can observe or handle some evidence to ask questions about the past.</p>	<p>I can begin to explain why monarchs built castles and what the consequences of these actions were</p>	<p>I can begin to explain why monarchs built castles and what the consequences of these actions were</p>	<p>I can compare the similarities and differences between different castles.</p>	<p>I can begin to talk about key events of a significant king/queen or castle.</p>
LKS2	Year 3/4	<p>Autumn 1</p> <p><u>Stone Age to Iron Age</u> How did daily life change in Britain from the Stone Age to the Iron Age?</p> <p>I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age.</p> <p>With support, I can use BCE.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p>	<p>With support, I can begin to explain the concept of change over a long period of history.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events.</p>

UKS2 Year 5/6	Spring 1 <u>Ancient Greece</u> <i>What were the greatest achievements of the Ancient Greeks?</i>	I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	I can explain the concept of change over time and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).
	Summer 1 <u>Coal mining</u> <i>What was the impact of the mining industry and the disaster studies locally?</i> (Local History study)	I can identify key events/dates in relation to the mining industry in Barnsley and place them on a timeline.	I can use reliable sources to identify change from the past to present day. I can begin to discuss the reliability of sources.	I can suggest cause and consequences of the events within the coal mining industry.	I can explain the concept of change over time and represent this with evidence.	I can describe the similarities and differences between the mining period and modern day.	I can discuss the importance of the coal mining industry to Barnsley and how it continues to be a part of Barnsley's identity.
	Autumn 1 <u>WW2</u> <i>Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two?</i>	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history.	I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.	I can describe some of the causes and consequences of World War 2.	I can identify periods of rapid change in history and contrast them with times of relatively little change.	I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.	I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
	Spring 1 <u>Ancient Maya</u> <i>What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century?</i>	I can use dates and terms accurately in describing events and people.	I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past.	I can describe causes of events and their consequences in Ancient Maya.	I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time.	I can compare the similarities and differences between civilisations and cultures.	I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past, including ideas and beliefs.