EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
Children talk about past and present events in their own lives and in the lives of family members	Children talk about past and present events in their own lives and in the lives of family members	Children talk about past and present events in their own lives and in the lives of family members	Children talk about past and present events in their own lives and in the lives of family members	Children talk about past and present events in their own lives and in the lives of family members	Children talk about past and present events in their own lives and in the lives of family members	Children talk about past and present events in their own lives and in the lives of family members	E Y F S
CARLINGHOW ACADEMY	I can sequence events and recount changes within living memory. I can ask and answer questions.	I can sequence events and recount changes within living memory. I can ask and answer questions.	I can sequence events and recount changes within living memory. I can ask and answer questions.	I can sequence events and recount changes within living memory. I can ask and answer questions.	I can sequence events and recount changes within living memory. I can ask and answer questions.	I can sequence events and recount changes within living memory. I can ask and answer questions.	Y
History Programme	I can describe changes within living memory and aspects of change in national life.	I can describe changes within living memory and aspects of change in national life.	I can describe changes within living memory and aspects of change in national life.	I can describe changes within living memory and aspects of change in national life.	I can describe changes within living memory and aspects of change in national life.	I can describe changes within living memory and aspects of change in national life.	
of Study	I can describe events beyond living memory that are significant nationally or globally.	I can describe events beyond living memory that are significant nationally or globally.	I can describe events beyond living memory that are significant nationally or globally.	I can describe events beyond living memory that are significant nationally or globally.	I can describe events beyond living memory that are significant nationally or globally.	I can describe events beyond living memory that are significant nationally or globally.	
	I can discuss the lives of significant individuals in the past	I can discuss the lives of significant individuals in the past	I can discuss the lives of significant individuals in the past	I can discuss the lives of significant individuals in the past	I can discuss the lives of significant individuals in the past	I can discuss the lives of significant individuals in the past	
		I Can sequence events and recount changes within living memory.	I Can sequence events and recount changes within living memory.	I Can sequence events and recount changes within living memory.	I Can sequence events and recount changes within living memory.	I Can sequence events and recount changes within living memory.	Y 2
		I can ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key	I can ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key	I can ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key	I can ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and	I can ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key	
		features of events. I can describe	features of events. I can describe	features of events. I can describe	understands key features of events.	features of events. I can describe	

changes within living	changes within living	changes within living	I can describe	changes within living	
memory and aspects	memory and aspects	memory and aspects	changes within living	memory and aspects	
of change in national	of change in national	of change in national	memory and aspects	of change in national	
life.	life.	life.	of change in national	life.	
			life.		
I can describe events	I can describe events	I can describe events		I can describe events	
beyond living memory	beyond living memory	beyond living memory	I can describe events	beyond living memory	
				that are significant	
that are significant	that are significant	that are significant	beyond living memory		
nationally or globally	nationally or globally	nationally or globally	that are significant	nationally or globally	
e.g. the Great Fire of	e.g. the Great Fire of	e.g. the Great Fire of	nationally or globally	e.g. the Great Fire of	
London, the first	London, the first	London, the first	e.g. the Great Fire of	London, the first	
aeroplane flight or	aeroplane flight or	aeroplane flight or	London, the first	aeroplane flight or	
events	events	events	aeroplane flight or	events	
commemorated	commemorated	commemorated	events	commemorated	
through festivals or	through festivals or	through festivals or	commemorated	through festivals or	
anniversaries.	anniversaries.	anniversaries.	through festivals or	anniversaries.	
diffiversaries.	diffiversaries.	diffiversaries.	anniversaries.	diffiversaries.	
Loop apook about	I can speak about	I can speak about	aililiveisailes.	I can speak about	
I can speak about			l		
how he/she has found	how he/she has found	how he/she has found	I can speak about	how he/she has found	
out about the past	out about the past	out about the past	how he/she has found	out about the past	
			out about the past		
I can discuss the lives	I can discuss the lives	I can discuss the lives		I can discuss the lives	
of significant	of significant	of significant	l can discuss	of significant	
individuals in the past	individuals in the past	individuals in the past	the lives of significant	individuals in the past	
who have contributed	who have contributed	who have contributed	individuals in the past	who have contributed	
to national and	to national and	to national and	who have contributed	to national and	
international	international	international	to national and	international	
achievements and	achievements and	achievements and	international	achievements and	
use some to compare	use some to compare	use some to compare	achievements and	use some to compare	
aspects of life in	aspects of life in	aspects of life in	use some to compare	aspects of life in	
different periods e.g.	different periods e.g.	different periods e.g.	aspects of life in	different periods e.g.	
Elizabeth I and Queen	Elizabeth I and Queen	Elizabeth I and Queen	different periods e.g.	Elizabeth I and Queen	
Victoria, Christopher	Victoria, Christopher	Victoria, Christopher	Elizabeth I and Queen	Victoria, Christopher	
Columbus and Neil	Columbus and Neil	Columbus and Neil	Victoria, Christopher	Columbus and Neil	
Armstrong, William	Armstrong, William	Armstrong, William	Columbus and Neil	Armstrong, William	
Caxton and Tim	Caxton and Tim	Caxton and Tim	Armstrong, William	Caxton and Tim	
Berners-Lee, Pieter	Berners-Lee, Pieter	Berners-Lee, Pieter	Caxton and Tim	Berners-Lee, Pieter	
Bruegel the Elder and	Bruegel the Elder and	Bruegel the Elder and	Berners-Lee, Pieter	Bruegel the Elder and	
LS	LS	LS	Bruegel the Elder and	LS	
LS		13	LS	LS	
	I can use historic	I can use historic	I can use historic	I can use historic	
	terms related to the	terms related to the	terms related to the	terms related to the	
	period of study.	period of study.	period of study.	period of study.	
	I can use dates to	I can use dates to	I can use dates to	I can use dates to	

	rder and place	order and place	order and place	order and place	
е	vents on a timeline.	events on a timeline.	events on a timeline.	events on a timeline.	
ir the odd and a left a	can use sources of information in ways nat go beyond simple observations to unswer questions obout the past can use a variety of esources to find out obout aspects of life in the past (historical enquiry).	I can use sources of information in ways that go beyond simple observations to answer questions about the past I can use a variety of resources to find out about aspects of life in the past (historical enquiry).	I can use sources of information in ways that go beyond simple observations to answer questions about the past I can use a variety of resources to find out about aspects of life in the past (historical enquiry).	I can use sources of information in ways that go beyond simple observations to answer questions about the past I can use a variety of resources to find out about aspects of life in the past (historical enquiry).	Y 3
6	inquiry).	Griquii y).	Griquii y).	Griquii y).	
S	can understand that ources can ontradict each other	I can understand that sources can contradict each other	I can understand that sources can contradict each other	I can understand that sources can contradict each other	
h o s a	can explain what I lave learned in an organised and tructured way, using oppropriate erminology.	I can explain what I have learned in an organised and structured way, using appropriate terminology.	I can explain what I have learned in an organised and structured way, using appropriate terminology.	I can explain what I have learned in an organised and structured way, using appropriate terminology.	
V S K	can describe the liking and Anglo- liking and Anglo- like Saxon struggle for the like Singdom of England of the time of Edward of Confessor	I can describe the Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor	I can describe the Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor	I can describe the Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
B	can describe Britain's settlement by Anglo-Saxons and Scots	I can describe Britain's settlement by Anglo-Saxons and Scots	I can describe Britain's settlement by Anglo-Saxons and Scots	I can describe Britain's settlement by Anglo-Saxons and Scots	
		I can use dates to order and place events on a timeline	I can use dates to order and place events on a timeline	I can use dates to order and place events on a timeline	
		I can compare sources of information available for the study	I can compare sources of information available for the study	I can compare sources of information available for the study	

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	of different times in the past	of different times in the past	of different times in the past	Y 4
	I can make comparisons between aspects of periods of history and the present day	I can make comparisons between aspects of periods of history and the present day	I can make comparisons between aspects of periods of history and the present day	4
	I can understand that the type of information available depends on the period of time studied	I can understand that the type of information available depends on the period of time studied	I can understand that the type of information available depends on the period of time studied	
	I can give some reasons for some important historical events	I can give some reasons for some important historical events	I can give some reasons for some important historical events	
•		I can use dates to order and place events on a timeline.	I can use dates to order and place events on a timeline.	
		I can compare sources of information available for the study of different times in the past.	I can compare sources of information available for the study of different times in the past.	
		I can make comparisons between aspects of periods of history and the present day.	I can make comparisons between aspects of periods of history and the present day.	Y 5
		I can understand that the type of information available depends on the period of time studied.	I can understand that the type of information available depends on the period of time studied.	
		I can evaluate the usefulness of a variety of sources.	I can evaluate the usefulness of a variety of sources.	

I can present findings and communicate knowledge and understanding in different ways. I can provide an account of a historical event based on more than one source. I can give some reasons for some important historical events.	I can present findings and communicate knowledge and understanding in different ways. I can provide an account of a historical event based on more than one source. I can give some reasons for some important historical events.	
	I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. I can understand how our knowledge of the past is constructed from a range of sources. I can make confident use of a variety of sources for independent research.	Y 6