



# History Programme of Study

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	<b>E Y F S</b>
	<p>I can sequence events and recount changes within living memory.</p> <p>I can ask and answer questions.</p> <p>I can describe changes within living memory and aspects of change in national life.</p> <p>I can describe events beyond living memory that are significant nationally or globally.</p> <p>I can discuss the lives of significant individuals in the past</p>	<p>I can sequence events and recount changes within living memory.</p> <p>I can ask and answer questions.</p> <p>I can describe changes within living memory and aspects of change in national life.</p> <p>I can describe events beyond living memory that are significant nationally or globally.</p> <p>I can discuss the lives of significant individuals in the past</p>	<p>I can sequence events and recount changes within living memory.</p> <p>I can ask and answer questions.</p> <p>I can describe changes within living memory and aspects of change in national life.</p> <p>I can describe events beyond living memory that are significant nationally or globally.</p> <p>I can discuss the lives of significant individuals in the past</p>	<p>I can sequence events and recount changes within living memory.</p> <p>I can ask and answer questions.</p> <p>I can describe changes within living memory and aspects of change in national life.</p> <p>I can describe events beyond living memory that are significant nationally or globally.</p> <p>I can discuss the lives of significant individuals in the past</p>	<p>I can sequence events and recount changes within living memory.</p> <p>I can ask and answer questions.</p> <p>I can describe changes within living memory and aspects of change in national life.</p> <p>I can describe events beyond living memory that are significant nationally or globally.</p> <p>I can discuss the lives of significant individuals in the past</p>	<p>I can sequence events and recount changes within living memory.</p> <p>I can ask and answer questions.</p> <p>I can describe changes within living memory and aspects of change in national life.</p> <p>I can describe events beyond living memory that are significant nationally or globally.</p> <p>I can discuss the lives of significant individuals in the past</p>	<b>Y 1</b>
		<p>I Can sequence events and recount changes within living memory.</p> <p>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.</p> <p>I can describe</p>	<p>I Can sequence events and recount changes within living memory.</p> <p>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.</p> <p>I can describe</p>	<p>I Can sequence events and recount changes within living memory.</p> <p>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.</p> <p>I can describe</p>	<p>I Can sequence events and recount changes within living memory.</p> <p>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.</p>	<p>I Can sequence events and recount changes within living memory.</p> <p>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.</p>	<b>Y 2</b>

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

<p>order and place events on a timeline.</p> <p>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).</p> <p>I can understand that sources can contradict each other</p> <p>I can explain what I have learned in an organised and structured way, using appropriate terminology.</p> <p>I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>I can describe Britain's settlement by Anglo-Saxons and Scots</p>	<p>order and place events on a timeline.</p> <p>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).</p> <p>I can understand that sources can contradict each other</p> <p>I can explain what I have learned in an organised and structured way, using appropriate terminology.</p> <p>I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>I can describe Britain's settlement by Anglo-Saxons and Scots</p>	<p>order and place events on a timeline.</p> <p>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).</p> <p>I can understand that sources can contradict each other</p> <p>I can explain what I have learned in an organised and structured way, using appropriate terminology.</p> <p>I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>I can describe Britain's settlement by Anglo-Saxons and Scots</p>	<p>order and place events on a timeline.</p> <p>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).</p> <p>I can understand that sources can contradict each other</p> <p>I can explain what I have learned in an organised and structured way, using appropriate terminology.</p> <p>I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>I can describe Britain's settlement by Anglo-Saxons and Scots</p>	<p><b>Y</b> <b>3</b></p>
	<p>I can use dates to order and place events on a timeline</p> <p>I can compare sources of information available for the study</p>	<p>I can use dates to order and place events on a timeline</p> <p>I can compare sources of information available for the study</p>	<p>I can use dates to order and place events on a timeline</p> <p>I can compare sources of information available for the study</p>	

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

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