Strands	By end of EFYS	By the end of KS1	By the end of KS2	Mastery at UKS2 /By the end of KS3
1. Chronological knowledge / understanding (including characteristic features of periods)	ELGs: Listening and Attention 1. Children listen attentively in a range of situations. 2. They listen to stories, accurately anticipating key events and respond		1. Continue to develop chronologically secure knowledge of history 2. Establish clear narratives within and across periods studied 3. Note connections, contrasts and trends over time	1. Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning 2. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. Historical terms e.g. empire, peasant	to what they hear with relevant comments, questions or actions.	1. Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms	Use historical terms and concepts in increasingly sophisticated ways
3. Historical enquiry - Using evidence / Communicating ideas	3. They give their attention to what others say and respond appropriately, while engaged in another activity.	 Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	1. Regularly address and sometimes devise historically valid questions * 2. Understand how knowledge of the past is constructed from a range of sources 3. Construct informed responses by selecting and organising relevant historical information.	,

 4. Interpretations of history 5 – Questions rel range of contexts: 	ate to these key concep	Identify different ways in which the past is represented ots that underpin all historic	Understand that different versions of the past may exist, giving some reasons for this cal enquiry, developed through	Discern how and why contrasting arguments and interpretations of the past have been constructed gh regular re-visiting in a
5a. Continuity and change in and between periods	ELGs: People and Communities 1. Children talk	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies	
5b. Cause and consequence	about past and present events in their own lives and in the lives of family members. 2. They know	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes
5c. Similarity / Difference within a period / situation (social diversity including beliefs and attitudes)	that other children don't always enjoy the same things, and are sensitive to this. 3. They know about similarities and differences between	1. Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	1. Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people	themselves and others, and among families, communities and traditions.	Talk about who was important e.g. in a simple historical account	Identify historically significant people and events in situations	1. Consider / explain the significance of events, people and developments in their context and in the present day

Year 2

Strands	By end of EFYS	By the end of KS1	By the end of KS2	Mastery at UKS2 /By the end of KS3
1. Chronological knowledge / understanding (including characteristic features of periods)	ELGs: Listening and Attention 1. Children listen attentively in a range of situations. 2. They listen to stories, accurately anticipating key	1. Develop an awareness of the past 2. Use common words and phrases relating to the passing of time 3. Know where all people/events studied fit into a chronological framework 4. Identify similarities differences between periods	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. Historical terms e.g. empire, peasant	events and respond to what they hear with relevant comments, questions or	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms	Use historical terms and concepts in increasingly sophisticated ways
3. Historical enquiry - Using evidence / Communicating ideas	actions. 3. They give their attention to what others say and respond appropriately, while engaged in another activity.	 Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information.	Create relevant, structured and evidentially supported accounts
4. Interpretations of history		Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this	Discern how and why contrasting arguments and interpretations of the past have been constructed
	te to these key concepts that und		d through regular re-visiting in a range	e of contexts:
5a. Continuity and change in and between periods	ELGs: People and Communities 1. Children talk about	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies	
5b. Cause and consequence	past and present events in their own lives and in the lives of family members.	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes

5c.	2. They know that other		1. Describe social, cultural,	1. Understand and explain / analyse diverse experiences
Similarity / Difference	children don't always enjoy the	about different types of	religious and ethnic	and ideas, beliefs, attitudes of men, women,
within a period /	same things, and are sensitive	people, events, beliefs within	diversity in Britain & the	children in past societies
situation	to this.	a society	wider world	
(social diversity including	They know about			
beliefs and attitudes)	similarities and differences			
5d.	between themselves and	1. Talk about who was important	Identify historically significant	1. Consider / explain the significance of events, people
Significance of events /	others, and among families,	e.g. in a simple historical	people and events in	and developments in their context and
people	communities and traditions.	account	situations	in the present day

Strands	By end of EFYS	By the end of KS1	By the end of KS2	Mastery at UKS2 /By the end of KS3
1. Chronological knowledge / understanding (including characteristic features of periods)	ELGs: Listening and Attention 1. Children listen attentively in a range of situations. 2. They listen to stories, accurately anticipating key	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	 Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time 	Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. Historical terms e.g. empire, peasant	events and respond to what they hear with relevant	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms	Use historical terms and concepts in increasingly sophisticated ways

3. Historical enquiry - Using evidence / Communicating ideas	comments, questions or actions. 3. They give their attention to what others say and respond appropriately, while engaged in another activity.	 Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	1. Regularly address and sometimes devise historically valid questions * 2. Understand how knowledge of the past is constructed from a range of sources 3. Construct informed responses by selecting and organising relevant historical information.	Pursue historically valid enquiries * including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts
4. Interpretations of history		Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this	Discern how and why contrasting arguments and interpretations of the past have been constructed
• 5 – Questions rela	te to these key concepts that und	derpin all historical enquiry, developed	d through regular re-visiting in a range	of contexts:
5a. Continuity and change in and between periods	ELGs: People and Communities 1. Children talk about	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies	
5b. Cause and consequence	past and present events in their own lives and in the lives of family members. 2. They know that other	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes
5c. Similarity / Difference within a period / situation (social diversity including beliefs and attitudes)	children don't always enjoy the same things, and are sensitive to this. 3. They know about similarities and differences between themselves and	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people	others, and among families, communities and traditions.	Talk about who was important e.g. in a simple historical account	Identify historically significant people and events in situations	Consider / explain the significance of events, people and developments in their context and in the present day

Strands	By end of EFYS	By the end of KS1	By the end of KS2	Mastery at UKS2 /By the end of KS3
1. Chronological knowledge / understanding (including characteristic features of periods)	ELGs: Listening and Attention 1. Children listen attentively in a range of situations. 2. They listen to stories, accurately anticipating key	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. Historical terms e.g. empire, peasant 3. Historical enquiry - Using evidence / Communicating ideas	events and respond to what they hear with relevant comments, questions or actions. 3. They give their attention to what others say and respond appropriately, while engaged in another activity.	1. Use a wide vocabulary of everyday historical terms 1. Ask and answer questions 2. Understand some ways we find out about the past 3. Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information.	types of sources are used rigorously to make historical claims 3. Create relevant, structured
4. Interpretations of history		Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this	Discern how and why contrasting arguments and interpretations of the past have been constructed
	te to these key concepts that und	derpin all historical enquiry, developed		of contexts:
5a. Continuity and change in and between periods	ELGs: People and Communities 1. Children talk about	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies	
5b. Cause and consequence	past and present events in their own lives and in the lives of family members.	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes

5c.	2. They know that other		1. Describe social, cultural,	Understand and explain /
Similarity / Difference	children don't always enjoy the	about different types of	religious and ethnic	analyse diverse experiences
within a period /	same things, and are sensitive	people, events, beliefs within	diversity in Britain & the	and ideas, beliefs, attitudes
situation	to this.	a society	wider world	of men, women, children in
(social diversity including	They know about			past societies
beliefs and attitudes)	similarities and differences			
5d.	between themselves and	1. Talk about who was important	Identify historically significant	Consider / explain the
Significance of events /	others, and among families,	e.g. in a simple historical	people and events in	significance of events, people
people	communities and traditions.	account	situations	and developments in their
				context and
				in the present day

Strands	By end of EFYS	By the end of KS1	By the end of KS2	Mastery at UKS2 /By the end of KS3
1. Chronological knowledge / understanding (including characteristic features of periods)	ELGs: Listening and Attention 1. Children listen attentively in a range of situations. 2. They listen to stories,	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	1. Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning 2. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. Historical terms e.g. empire, peasant 3. Historical enquiry - Using evidence / Communicating ideas	 accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. 3. They give their attention to what others say and respond appropriately, while engaged in another activity. 	differences between periods 1. Use a wide vocabulary of everyday historical terms 1. Ask and answer questions * 2. Understand some ways we find out about the past 3. Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information.	types of sources are used rigorously to make historical claims

4. Interpretations of history • 5 – Questions relat	e to these key concepts that unc	Identify different ways in which the past is represented derpin all historical enquiry, developed.	Understand that different versions of the past may exist, giving some reasons for this d through regular re-visiting in a range	Discern how and why contrasting arguments and interpretations of the past have been constructed e of contexts:
5a. Continuity and change in and between periods	ELGs: People and Communities Children talk about	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies	
5b. Cause and consequence	past and present events in their own lives and in the lives of family members. 2. They know that other	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes
situation (social diversity including	children don't always enjoy the same things, and are sensitive to this. 3. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people		Talk about who was important e.g. in a simple historical account	Identify historically significant people and events in situations	Consider / explain the significance of events, people and developments in their context and in the present day

Strands	By end of EFYS	By the end of KS1	By the end of KS2	Mastery at UKS2 /By the end of KS3
1. Chronological knowledge / understanding (including characteristic features of periods)	ELGs: Listening and Attention 1. Children listen attentively in a range of situations. 2. They listen to stories, accurately anticipating key	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
Historical terms e.g. empire, peasant	events and respond to what they hear with relevant	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms	Use historical terms and concepts in increasingly sophisticated ways
3. Historical enquiry - Using evidence / Communicating ideas	comments, questions or actions. 3. They give their attention to what others say and respond appropriately, while engaged in another activity.	 Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information.	Pursue historically valid enquiries * including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts
4. Interpretations of history		Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this	Discern how and why contrasting arguments and interpretations of the past have been constructed
	te to these key concepts that und		through regular re-visiting in a range	of contexts:
5a. Continuity and change in and between periods	ELGs: People and Communities 1. Children talk about	I. Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies	
5b. Cause and consequence	past and present events in their own lives and in the lives of family members.	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes

5c.	2. They know that other	1. Make simple observations	1. Describe social, cultural,	Understand and explain /
Similarity / Difference	children don't always enjoy the	about different types of	religious and ethnic	analyse diverse experiences
within a period /	same things, and are sensitive	people, events, beliefs within	diversity in Britain & the	and ideas, beliefs, attitudes
situation	to this.	a society	wider world	of men, women, children in
(social diversity including	They know about			past societies
beliefs and attitudes)	similarities and differences			
5d.	between themselves and	1. Talk about who was important	Identify historically significant	Consider / explain the
Significance of events /	others, and among families,	e.g. in a simple historical	people and events in	significance of events, people
people	communities and traditions.	account	situations	and developments in their
				context and
				in the present day