

	EYFS	Key Stage One	Key Stage Two
Chronological knowledge / understanding	Use everyday language related to time. Order and sequence familiar events. Talk about past and present events in their own lives, and in their families' lives.	Develop an awareness of the past. Use common words and phrases related to the passing of time. Know where people and events they've studied fit within a chronological framework.	Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time.
Use of historical vocabulary	Extend vocabulary, exploring the meaning and sounds of new words.	Use a wide range of everyday historical terms.	Develop the appropriate use of historical terms.
Communicating ideas	Answer 'how' and 'why' questions in response to stories or events. Ask appropriate questions.	Ask and answer historical questions,	Regularly address and sometimes devise historically valid questions.
Continuity and change	Look closely at similarities, differences, patterns and change.	Identify similarities and differences between ways of life at different times.	Describe and make links between events and changes within and across different periods.
Cause and consequence	Question why things happen and give explanations.	Recognise why people did things, why events happened, and what happened as a result.	Identify and give reasons for and results of historical events and changes.
Similarity / Difference	Know about similarities between themselves and others, and among families, communities and	Make simple observations about different types of people, events or beliefs within a society.	Describe social, cultural, religious and ethnic diversity in Britain and the wider world.

	traditions.		
Significance of events / people	Recognise and describe special times or events for family and friends.	Talk about who was important in a simple historical account.	Identify historically significant people and events.
Using evidence	Know that information can be retrieved from books and computers.	Understand some ways we find out about the past. Choose and use parts of stories and other sources to show understanding.	Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising relevant historical information.
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.