



<p><b>National Curriculum Aims:</b></p> <ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>
<p><b>Understanding the world</b> <b>ELG –</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them &amp; their roles in society</li> <li>Know some similarities &amp; differences between things in the past &amp; now, drawing on their experiences &amp; what has been read in class</li> <li>Understand the past through settings, characters &amp; events encountered in books read in class &amp; storytelling</li> </ul>
<p><b>National Curriculum Subject Content Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>Understand historical concepts, such as continuity and change</li> <li>Understand historical concepts, such as similarity and difference.</li> <li>Understand historical concepts, such as cause and consequence.</li> <li>Understand historical concepts, such as historical significance.</li> </ul>
<p><b>National Curriculum Subject Content Key Stage 2</b></p> <ul style="list-style-type: none"> <li>Understand historical concepts, such as continuity and change</li> <li>Understand historical concepts, such as similarity and difference.</li> <li>Understand historical concepts, such as cause and consequence.</li> <li>Understand historical concepts, such as historical significance.</li> </ul>

	EYFS	Year One	Year Two
<b>Continuity and Change</b>	<ul style="list-style-type: none"> <li>Develop understanding of growth, decay and change over time</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify old and new things using pictures and objects;</li> <li>Begin to understand that some things change and some things stay nearly the same.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify old and new things across periods of time through pictures, photographs and objects;</li> <li>Understand that some things change and some things stay nearly the same.</li> <li>Describe some reasons for change e.g. changes in house building materials</li> </ul>
<b>Similarities and Differences</b>	<ul style="list-style-type: none"> <li>Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise some similarities and differences between the past and present</li> <li>Identify that some things within living memory are similar and some things are different;</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female;</li> <li>Identify similarities / differences between ways of life at different times</li> </ul>
<b>Cause and consequence</b>	<ul style="list-style-type: none"> <li>Question why things happen and give explanations</li> <li>Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world</li> </ul>	<ul style="list-style-type: none"> <li>Understand that a cause makes something happen and that historical events have causes</li> <li>Identify at least one relevant cause for, and effect of, several events covered</li> </ul>	<ul style="list-style-type: none"> <li>Explain that historical events are caused by things that occurred before them;</li> <li>Understand that a consequence is something that happens as a result of something else.</li> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Can comment on a few valid causes and effects relating to the events covered</li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li>Recognise and describe special times or events for family or friends</li> <li>Share stories about people from the past who have an influence on the present</li> </ul>	<ul style="list-style-type: none"> <li>Talk about who was important in the past</li> <li>Consider one reason why an event or person might be significant</li> </ul>	<ul style="list-style-type: none"> <li>Explain the achievements of various significant people</li> <li>Explore who is more significant and why</li> </ul>

	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>	<b>Year Six</b>
<b>Continuity and Change</b>	<ul style="list-style-type: none"> <li>Identify things that have stayed the same</li> <li>Identify things that have changed</li> <li>Start to explain the impact of changes</li> </ul>	<ul style="list-style-type: none"> <li>Address and devise historically valid questions about change</li> <li>Identify reasons for change and continuities across periods of time</li> <li>start to explain the impact of some changes that have happened throughout different periods of time;</li> <li>start to understand that there are times in history when change happens suddenly</li> </ul>	<ul style="list-style-type: none"> <li>Describe in some detail the main changes to an aspect of a period in history.</li> <li>Can provide some reasons why some changes and developments were of more significance than others</li> <li>Explain events and processes that lead to changes in law and sanctions</li> <li>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history</li> <li>Know and understand that laws and sanctions change</li> </ul>	<ul style="list-style-type: none"> <li>Describe / make links between main events, situations and changes within and across different periods/societies</li> <li>Identify why some changes between different periods of time have had more significant consequences than others</li> <li>Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity</li> <li>Begin to categorise some types of changes into political, economic social and technological</li> <li>Know that Britain has not always been a democracy</li> </ul>
<b>Similarities and Differences</b>	<ul style="list-style-type: none"> <li>Identify and give some examples of how life was different for different people in the same and different periods of time, such as rich/ poor Mayan and between invasions</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs</li> <li>Identify and give some examples of how life was similar in the past</li> </ul>	<ul style="list-style-type: none"> <li>Explain and give varied examples of how life was similar and different in the past</li> </ul>	<ul style="list-style-type: none"> <li>Explain and give examples to show that things may have been different from place to place at the same time</li> <li>Begin to give reasons for these similarities and differences</li> </ul>
<b>Cause and consequence</b>	<ul style="list-style-type: none"> <li>Understand that a cause is something directly linked to an event and not just something that happened before it</li> <li>Begin to understand that there are short and long-term causes of events;</li> </ul>	<ul style="list-style-type: none"> <li>Understand that a consequence is something that happens as a direct result of something else</li> <li>Understand that historical events have consequences that sometimes last long after the event is over</li> <li>Comment on the importance of the different causes for some key events</li> </ul>	<ul style="list-style-type: none"> <li>Can place several valid causes and effects in an order of importance relating to events and developments</li> <li>Examine in more detail the short and long-term causes of an event being studied</li> <li>Understand that some causes may be more significant than others and that some causes are less significant</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand that historians may not agree on the main causes of an event</li> <li>Can comment on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects</li> <li>Understand that one event can have multiple consequences that impact on many countries and civilisations</li> <li>Explain how historical events studied have had an impact on present day laws, rights and justice</li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li>Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain)</li> <li>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events from a period of history and give some detail about what they did or what happened</li> <li>Can explain independently why a historical topic, event or person was distinctive or significant</li> </ul>	<ul style="list-style-type: none"> <li>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant</li> <li>Identify a range of historically significant people and events from different periods of history and explain why they were significant</li> </ul>	<ul style="list-style-type: none"> <li>Understand that what we consider to be significant can change throughout different periods</li> <li>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had</li> <li>Begin to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally</li> </ul>