Curry Mallet C of E VC Primary	Chronological understanding	Continuity and Change	Cause and Consequence	Similarity and Difference	Significance	Interpreting evidence
EYFS	• Understand that now is "present", before is "then" and what is coming is "future" • Say days of the week and months of the year in order	• To talk about how they have changed since they were a baby • To talk about a special event in their life • To know that they have a family unit that can/will change over time • To be able to recount changes within living memory	• Answer basic questions about the past and why it is different to today offering simple explanations	• Identify some similarities between now and the past • Know that their own experiences differ to those of others	• To understand key features of events • To be able to say what the reasons and results are of events	• Understand the past through settings, characters, and events encountered in books read in class and storytelling
Year 1 Year 2	• understand that time only moves forwards and we cannot go back in time. Understands the concept of past and present and consider the past in the living memory of parents, grandparents and great-grandparents. • begin to sequence events or artefacts on a timeline within the time period or event being studied.	• understands that some things were the same in the living memory past and that some things have changed. • describe what changed in history because of a significant event and how that change continued or otherwise into modern times.	• explains why a person acted the way they did in the past. • understands the terms 'cause' and 'consequence' and can explain a simple cause and consequence of a significant event studied.	• understands the meanings of the words 'similar' and 'different' and can identify an example between their life and the childhood of their parents or grandparents. • identifies generalisations about a studied time period or person and how that is different to today.	• can understand the difference between an event which is important to them and an event or person who is significant to our shared history. • describe how we remember an important event or person and why they were significant.	• Identifying items from the past within living memory and talking about what they mean and recognising these as artefacts (e.g. a great-grandfather's medals or black and white photographs) • understanding that primary sources were writings or artefacts created at the time of the event or period being studied. Ask historically-valid questions of artefacts from a period.
Year 3 Year 4	• understands the concept of prehistory in terms of a vast time period before written records were kept (history). • understands and uses BCE / CE and BC / AD to refer to time periods and events within history. Begins to understand the concept of periods of time in hundreds and thousands of years.	• understands how specific elements of human life have stayed the same between today and a period of the past studied, as well as those features which have changed. • understands the historical concept of 'continuity' as things which have remained the same over long periods of time and 'change' as the differences between one time period and another and can give several examples.	• begins to understand that some causes of events or change are influenced by humans and others are uncontrollable such as natural hazards but both have consequences. • is able to identify several causes of a significant event and the subsequent consequences.	• can identify several key similarities and differences between the lives of those in a studied time period and their own lives today. • can identify similarities and differences between periods studied and periods previously studied.	• understands that significance is related to a wider impact on national and international society and can give examples. • can begin to link significant events in national and international history to their impact on a local scale.	• understand the difference between primary and secondary sources and use both increasingly independently to discern information about the past. • begin to understand that there can be more than one interpretation of the past and asks questions of the origin and purpose of sources and artefacts.
Year 5 Year 6	• can confidently sequence time periods studied up to the present on a scaled time line both in British history and those studied worldwide. • can accurately place time periods and events on a timeline and understand that different civilizations lived simultaneously in different parts of the world.	• can discuss continuity and change between two recent historical periods studied. • can understand and analyse as a historian the continuity and change related to one or more themes throughout 10,000 years of human history, e.g. technology, housing, politics, society, empire, power	• explains the consequences of an event in both short term and long term effects. • is able to explain in a detailed way multiple causes and consequences of significant events in history.	• is able to identify key similarities and differences in the lives of two significant individuals from history in more abstract terms, e.g. how they both overcame challenges. • can identify specific similarities and differences between different civilizations with reference to evidence.	• can start to make their own judgements about the varying significance of individuals and civilizations using the evidence available. • understands how the same event in history impacts different people groups in different ways and how life is different today because of the actions of key individuals in the past.	• questioning the reliability and trustworthiness of a source and asking what can be learnt from a source even if it is untrustworthy. • more developed understanding of bias and propaganda and why a source may have been written in such a way and what it tells us about the past.