

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Sequence events or objects in chronological order.</p> <p>Categorise objects from different ages.</p> <p>Recognise the passing of time on a time line.</p> <p>Use some simple terminology relating to the passing of time such as 'a long time ago, before, past, present, future, earliest, latest'.</p> <p>Recognise the distinction between the past and present within the context of their own life and the life of others.</p>	<p>Sequence artefacts and events within the same historical period.</p> <p>Describe key events in their own life or that of a significant individual.</p> <p>Identify where places, people and events fit into a broad chronological framework.</p>	<p>Sequence the events of time studied on a time line using dates.</p> <p>Introduce that a time line can be divided into BC and AD.</p> <p>Place the period of time studied onto a timeline.</p> <p>Demonstrate the understanding that the past can be divided into different periods of time.</p>	<p>Place events, artefacts and significant figures on a time line with dates.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand how a period of several centuries involves many generations of people.</p>	<p>Sequence significant events, movements and dates on a time line.</p> <p>Understand how some events occurred concurrently in different locations.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Describe the main changes in a period of history using terms such as: social, religious, political, technological and cultural.</p> <p>Identify and understand key turning points.</p> <p>Apply the concept of continuity and change over time justifying them along with evidence on a time line.</p>
Knowledge and Understanding of events, people and changes in the past	<p>Recall some facts about people/events before living memory.</p> <p>Recall episodes from stories about the past.</p>	<p>Describe why people did things, why events happened and what happened as a result.</p> <p>Identify similarities and differences between ways of life at different times.</p> <p>Describe significant individuals from the past who have made important contributions.</p> <p>Understand that there are reasons why people in the past acted as they did.</p>	<p>Summarise everyday lives of people in time studied.</p> <p>Compare the past with our life today.</p> <p>Explain reasons for and results of people's action and how they have impacted life today.</p>	<p>Identify key features, aspects and events during period studied.</p> <p>Use evidence to describe what was important to people from the past.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Look for links and effects in time studied.</p>	<p>Study different aspects of different people in the past .g. women, children.</p> <p>Examine the causes and results of great events and the impact on people</p> <p>Compare the same aspect of life across two different time periods.</p>	<p>Explore the beliefs and circumstances of people, recognising that not everyone shares the same views and feelings.</p> <p>Evaluate beliefs and behaviour with another time studied</p> <p>Hypothesise about the cause and effect of an event using evidence to support and illustrate</p> <p>Know key dates, characters and events of time studied</p>

<p>Historical interpretation</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Use stories to compare and contrast fact and fiction.</p> <p>Explain that there are different types of sources to find out about the past.</p> <p>Compare two versions of past events.</p>	<p>Observe and handle artefacts and evidence to ask questions and find answers about the past.</p> <p>Consider why things may have changed over time.</p> <p>Explain that there are different types of evidence and sources that can help us understand the past.</p>	<p>Explain the different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period – museum, cartoons etc.</p>	<p>Analyse different versions of the same event in history and identify differences.</p> <p>Explain causes and consequences of some of the main events and changes in history</p> <p>Evaluate the usefulness of different sources</p>	<p>Analyse a wide range of evidence about the past.</p> <p>Make reasoned judgements about evidence from the past understanding that it could be propaganda, misinformation or opinion and that this affects interpretations of history.</p> <p>Justify why there may be different accounts of history.</p> <p>Critique the accuracy of interpretations – fact or fiction and opinion</p>	<p>Empathise with people in the past and understand that their point of view can affect interpretation.</p> <p>Make links between sources and understand how conclusions have been made through history.</p> <p>Conclude that no single source of evidence gives a full answer to questions about the past.</p>
<p>Historical enquiry</p>	<p>Answer simple questions about the past from sources of information e.g. artefacts, pictures, stories and websites</p> <p>Observe or handle evidence to find out answers about the past.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p>	<p>Select and use a source to answer questions about the past on the basis of simple observations.</p> <p>Compare and contrast parts of stories and other sources (artefacts, pictures and websites) to show understanding of events.</p> <p>Describe the past in a variety of ways</p>	<p>Ask questions and find answers about the past.</p> <p>Use a range of sources to find out about a period</p> <p>Analyse small details – artefacts, pictures</p> <p>Summarise information relevant to the study</p> <p>Use the library and internet for research</p> <p>Explain where we might find answers to questions considering a range of sources</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past</p> <p>Use evidence to explain or summarise a past event</p> <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p>	<p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</p> <p>Make reasoned judgements about more complex questions about the past, considering key concepts in history</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</p> <p>Evaluate a range of source material to build up a picture of the past</p>	<p>Critique and evaluate documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites</p> <p>Investigate own lines of enquiry by posing questions to answer and draw own hypotheses</p> <p>Recognise primary and secondary sources</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>

<p>Organisation and communication</p>	<ul style="list-style-type: none"> a. show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b. talk, write and draw about things from the past; c. use historical vocabulary to retell simple stories about the past; d. use drama/role play to communicate their knowledge about the past. 	<ul style="list-style-type: none"> a. use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b. present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c. start to present ideas based on their own research about a studied period. 	<ul style="list-style-type: none"> a. know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b. present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c. plan and present a self-directed project or research about the studied period.
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