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|  | **Reception**  | **Year 1** | **Year 2**  | **Year 3**  | **Year 4**  | **Year 5**  | **Year 6**  |
| **Chronological understanding** |   | **National Curriculum.** Pupils should be taught to: * An awareness of the past using common words and phrases that shows the passing of time
* Know where the people and events they study fit within a chronological frame work
* Use a wide vocabulary of everyday historical terms

  | **National Curriculum.** Pupils should be taught to: * Develop chronologically secure knowledge and understanding of British local and world history
* Develop the appropriate use of historical terms
 |
| * Use simple timelines to sequence processes, events, objects within their own experience
* More confident in use of terms old and new
* Uses terms then and now correctly and is comfortable with the term the past
* Understands that the world was different in the olden days
* Can follow logic of fiction titles such as

Once there were giants   | * Can sequence within clock and calendar time;
* Can sequence parts of more complex story where action takes place over long period of time.
* Children realise that we use dates to describe events in time e.g. 1666 for the Great Fire of London.
* Children can use phrases such as ‘over three hundred years ago’ in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time.

  | * Use a timeline to place historical events in chronological order.
* Understand that a timeline can be divided in BC (Before Christ) and Ad (Anno Domini).
* Describe dates and order significant events from the period studied.
 | * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
* Order significant events and dates on a timeline.
* Describe the main changes in a period in history.
 | * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
* Order significant events and dates on a timeline.
* Describe the main changes in a period in history.
 | * Order significant events, movements and dates on a timeline.
* Identify and compare changes within and across different periods.
* Understand how some

historical events occurred at the same time in different locations (Ancient Egypt and Prehistoric Britain)  |
| **Knowledge and understanding of past events, people and changes in the past** |   | **National Curriculum.** Pupils should be taught to: * Identify similarities and differences between ways of life in different periods.
 | **National Curriculum.** Pupils should be taught to: * Note connections, contrasts and trends over time
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| * Can give simple reason/consequences why a real person acted as they did in an historical situation.
* Recall some facts about people/events before living memory.
 | * Can give clear explanation of an important event, offering 2 or 3 reasons why an event took place.
* Children give a few reasons for more complex human actions.
* Use information to describe the past (differences between then and now).
* Recount the main events from a significant event in history.
 | * Use evidence to describe the culture and leisure activities from the past.
* Use evidence to describe the clothes, way of life and actions of people in the past.
* Use evidence to describe buildings and their uses of people from the past.
 | * Use evidence to describe what was important to people from the past.
* Use evidence to show how the lives of rich and poor people from the past differed.
* Describe similarities and differences between people, events and artefacts studied.
* Describe how some of the things studied from the past affect/influence life today.
 | * Choose reliable sources of information to find out about the past.
* Give own reasons why changes may have occurred, backed up by evidence.
* Describe similarities and differences between some

people, events and artefacts studied. * Describe how historical events studied affect/influence life today.
* Make links between some of the features of past societies (e.g. religion, houses, society, technology).
 | * Choose reliable sources of information to find out about the past.
* Give reasons why changes may have occurred, backed up by evidence.
* Describe similarities and differences between some people, events and artefacts studied.
* Describe how some of the things studied affect/influence life today.
* Make links between some of the features of past societies (e.g. religion, houses, society, technology).
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| **Historical interpretation** |   | **National Curriculum.** Pupils should be taught to: * Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
 | **National Curriculum.** * Understand how our knowledge of the past is constructed from a range of sources
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|   | * Look at books, videos, photographs, pictures and artefacts to find out about the past.
 | * Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

  | * Explore the idea that there are different accounts of history.

  | * Look at different versions of the same event in history and identify differences.
* Know that people in the past represent events or ideas in a way that persuades others.

  | * Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
* Give reasons why there may be different accounts of history.
* Evaluate evidence to choose the most reliable forms.
 | * Evaluate evidence to choose the most reliable forms.
* Know that people both in the past have a point of view and that this can affect interpretation.
* Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
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| **Historical enquiry** |   | **National Curriculum.** Pupils should be taught to: * Ask and answer questions
 | **National Curriculum.** Pupils should be taught to: * Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
 |
| * Identify different ways in which the past is represented.
* Explore events, look at pictures and ask questions.
 | * Identify different ways in which the past is represented.
* Ask questions about the past.
* Use a wide range of information to answer questions.
 | * Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic

buildings, visits to museums as evidence about the past. * Ask questions and find answers about the past.
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buildings, visits to museums as evidence about the past. * Ask questions and find answers about the past.
 | * Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic

buildings, visits to museums as evidence about the past. * Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
 | * Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic

buildings, visits to museums as evidence about the past. * Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
* Investigate own lines of enquiry by posing questions to answer.
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| **Organisation and communication** |   | **National Curriculum.** Pupils should be taught to: * Choose and use parts of stories and other sources to show that they know and understand key features of events.

  | **National Curriculum.** Pupils should be taught to: * Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
 |
| * Sort events or objects into groups.
* Use timelines to order events or objects.
* Tell stories about the past.
* Talk, write and draw about things from the past.
 | * Describe objects, people or events in history.
* Use timelines to order events or objects or place significant people.
* Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.
 | * Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
 | * Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
 | * Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
* Plan and present a self-directed project or research about the studied period.
 | * Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
* Plan and present a self-directed project or research about the studied period.
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