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|  | **Year 1** | **Year 2** |
| **Chronological Understanding** | * Sequence events in their life * Sequence 3 or 4 artefacts from different periods of time. * Match objects to people of different ages. | * Sequence artefacts closer together in time. * Sequence photographs from different periods of their life. * Describe memories of key events in lives. |
| **Range and depth of historical knowledge** | * Recognise the difference between past and present in their own and others’ lives. * They know and recount episodes from stories about the past. | * Recognise why people did things, why events happened and what happened as a result. * Identify the differences between the ways of life at different times. |
| **Historical Interpretations** | * Begin to distinguish between fact and fiction. * Observe and use pictures, photographs and artefacts to find out about the past | * Compare 2 versions of a past event * Compare pictures and photographs of people or events in the past. * Discuss reliability of photographs. |
| **Historical Enquiry** | * Find answers to simple questions about the past from sources of information e.g. artefacts, photographs | * Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. |
| **Organisation and Communication** | * show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; * talk, write and draw about things from the past; * use historical vocabulary to retell simple stories about the past; * use drama/role play to communicate their knowledge about the past. | * show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; * talk, write and draw about things from the past; * use historical vocabulary to retell simple stories about the past;   use drama/role play to communicate their knowledge about the past. |

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|  | **Year 3** | **Year 4** |
| **Chronological Understanding** | * Place the time studied on a time line. * Use dates and terms related to the study unit and passing of time. * Sequence several events or artefacts. | * Place events from period studied on a timeline * Use terms related to the period and begin to date events. * Understand more complex terms BC/AD |
| **Range and depth of historical knowledge** | * Find out about everyday lives of people in time studied. * Compare with our lives today. * Identify reasons for and results of people’s actions. * Understand why people may have wanted to do something. | * Use evidence to reconstruct life in time studied. * Identify key features and events of time studied. * Look for links and effects in time studied. * Offer a reasonable explanation for some events. |
| **Historical Interpretations** | * Identify and give reasons for ways in which the past is represented. * Distinguish between different sources – compare different versions of the same story. | * Begin to evaluate the usefulness of different sources. * Use text books and historical knowledge. |
| **Historical Enquiry** | * Use a range of historical sources to find out about a period * Observe small details – artefacts, photographs * Select and record information relevant to the study * Begin to use the library and internet for research. | * Use evidence to build up a picture of a past event. * Choose relevant material to present a picture of one aspect of life in a different period. * Ask a variety of questions * Use the library and internet for research. |
| **Organisation and Communication** | * Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; * 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; * Start to present ideas based on their own research about a studied period. | * Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; * 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; * Start to present ideas based on their own research about a studied period. |

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|  | **Year 5** | **Year 6** |
| **Chronological Understanding** | * Know and sequence events of time studied * Use relevant terms and period labels * Make comparisons between different times in the past. | * Place current study on time line in relation to other studies. * Use relevant dates and terms. * Sequence up to 10 events on a time line. |
| **Range and depth of historical knowledge** | * Study different aspects of different people – differences between men and women. * Examine causes and results of great events and the impact on people. * Compare life in early and late times studied. * Compare an aspect of life with the same aspect of another period. | * Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. * Compare beliefs with another time studied. * Write an explanation of an event in terms of cause and effect, using evidence to support and illustrate their explanation. |
| **Historical Interpretations** | * Compare accounts of events from different sources – fact or fiction. * Offer some reasons for different versions of events. | * find and analyse a wide range of evidence about the past; * use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; * consider different ways of checking the accuracy of interpretations of the past; * start to understand the difference between primary and secondary evidence and the impact of this on reliability; * show an awareness of the concept of propaganda; * know that people in the past represent events or ideas in a way that may be to persuade others; * begin to evaluate the usefulness of different sources. |
| **Historical Enquiry** | * Begin to identify primary and secondary sources * Use evidence to build a picture of a past event * Select relevant sections of information * Use the library and internet for research with confidence | * Recognise primary and secondary sources * Use a range of sources to find out about an aspect of time past * Suggest omissions and the means of finding out * Bring knowledge gathered from several sources together in a fluent account. |
| **Organisation and Communication** | * Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; * 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; * Plan and present a self-directed project or research about the studied period. | * Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; * 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;   Plan and present a self-directed project or research about the studied period. |