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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. |