

	Year 1/2	Year 3/4	Year 5/6
Chronology	Pupils will: Recount past changes from their own lives Sequence some events in chronological order (e.g. sequence photos etc. from different periods of their life) Place historical figures, events and artefacts in order on a given time line, using dates where appropriate Add labels to time lines	Pupils will: Use dates to place events, artefacts and historical figures on a timeline (e.g. place the time studied on a time line) Understand that changes occur over time. Add evidence and dates to timeline to represent this Use dates and historical terminology to describe events (e.g. understand more complex terms like BCE/AD)	Pupils will: Identify significant changes within and across historical periods studied Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this (e.g. relate current studies to previous studies and make comparisons between different times in history) Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes) Relate current studies to previous learning and make comparisons between different times in history
Investigation and Interpretation	Begins to use sources to identify some details and answer simple questions (e.g. photos, stories, adults talking about the past, using BBC website) Use artefacts, pictures, stories, online sources and databases to find out about the past Ask and answer questions such as What was it like for a...? What happened? How long ago? (e.g. compare pictures of people or events in the past)	Study two different accounts of the same event, exploring similarities and differences Refer to more than one source of evidence for more accurate understanding of events (e.g. look at representations of the period – museum, cartoon etc.) (distinguish between different sources and evaluate their usefulness) Give reasons why separate versions of the same event may differ in the accounts Explore main events and changes in history, giving causes and consequences Independently suggest sources of evidence to answer their questions (e.g. use of text books, websites, artefacts to gain historical knowledge)	Select reliable sources of evidence to answer questions about the past. Appreciate that there is not always a single answer to historical questions. Begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others. (e.g. compare accounts of events from different sources. Fact or fiction?) Select suitable sources of evidence, giving reasons for the choice. Explore all available evidence to form their own opinion on a historical event Evaluate the usefulness and accuracy of different sources of evidence Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history. (e.g. consider ways of checking the accuracy of interpretations – fact or fiction and opinion and be aware that different evidence will lead to different conclusions confident use of the library etc. for research)

Knowledge and Understanding	Identify key events and people Subject related vocabulary: past, old, new, recent, young, days, months Give reasons why people from the past acted in the ways they did. Use information gained from research to describe differences between then and now Subject related vocabulary: recently, before, after, now, later, a long ago	Describe features of period studied (e.g. clothes, beliefs, homes, attitudes) Describe similarities and differences between people, events and objects over time. (e.g. research everyday lives of people in time studied and compare with today; study change through the lives of significant individuals) Subject related vocabulary: century, decade, BC, AD Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes. Describe how some past events and actions of people affect life today. (e.g. use evidence to reconstruct life in time studied; offer reasonable explanations for events; develop a broad understanding of ancient civilisations) Subject related vocabulary: during, chronology, era, dates, time period, change	Describes causes and consequences of the main events, situations and changes in the period studied. Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. Identifies links and changes within and across the time periods and localities studied. (e.g. study different aspects of life 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) Explain and evaluate causes and consequences of the main events, situations and changes in the period studied. Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world. (e.g. find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings) Subject related vocabulary: continuity, social, religious, political, technological, cultural
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