

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	<p>Understand the difference between things that happened in the past and the present</p> <p>Describe things that happened to themselves and other people in the past</p>	<p>Sequence events or objects from distinctively different times in chronological order</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born, when ... was young</p>	<p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me</p> <p>Describe/recount and sequence memories of key events/changes in own lives over time. Use a timeline to place important events</p> <p>Understand and use the words 'past' and 'present' when telling others about an event</p>	<p>Use a timeline to place historical events in chronological order</p> <p>Describe dates of and order significant events from the time period studied</p> <p>Use dates related to the passing of time</p>	<p>Place events from period studied on a time line</p> <p>Use terms related to the period and begin to date events and describe the main changes in a period of history.</p> <p>Understand more complex terms e.g. BC/AD and that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p>	<p>Place current study on time line in relation to other studies</p> <p>Know and sequence key events, movements and dates of time studied</p> <p>Use relevant terms and period labels</p> <p>Relate current studies to previous studies</p> <p>Make comparisons between different time periods in history</p>	<p>Place current study on time line in relation to other studies</p> <p>Order the significant events, movements and dates on a timeline</p> <p>Identify and compare changes within and across different periods</p> <p>Describe main changes in a period of history including cultural, social, religious, political and technological changes</p> <p>Understand how some historical events occurred concurrently in different locations e.g. Ancient Egypt and Prehistoric Britain Use relevant dates and terms</p> <p>Sequence up to ten events on a time line</p>

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<b>Range and Depth of Historical Knowledge of events, people and changes in the past</b>	<p>Children discuss past and present events in their own lives and in the lives of family members</p> <p>Exceeding: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past</p>	<p>Recognise the difference between past and present in their own and others lives</p> <p>Begin to describe similarities and differences in artefacts</p> <p>Understand why people did things in the past</p> <p>Use a range of sources to find out characteristic features of the past</p>	<p>Use evidence to recognise why people did things, why events happened and what happened as a result</p> <p>Find out about people and events and identify differences between ways of life at different times</p> <p>Confidently describe similarities and differences between artefacts</p> <p>Develop empathy and understanding (hot seating, sp. and listen</p>	<p>Find out about everyday lives of people in time period being studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions; understand why people may have had to do something</p> <p>Use evidence to describe past: houses and settlements, culture and leisure activities, clothes and ways of life, people's beliefs and attitudes, differences between lives of rich and poor.</p> <p>Use evidence to find out how any of the above list may have changed during a time period</p>	<p>Use evidence to reconstruct life in time period being studied</p> <p>Identify key features and events of time period</p> <p>Identifies some ideas, beliefs, attitudes, and experiences of men, women and children from the past.</p> <p>Look for links and effects in time studied and offer a reasonable explanation for some events</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings, beliefs and attitudes, ways of life may have occurred during a time period.</p> <p>Describes how some of the past events/ people affect lives today</p>	<p>Study different aspects of life of different people e.g. differences between men and women</p> <p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Examine causes and results/consequences of significant events, situations and changes and the impact on people</p> <p>Compare life in early and late times studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Choose reliable sources of factual information to explore differences in religion, beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Examine causes and results/consequences of significant events, situations and changes and the impact on people</p> <p>Give own reasons why changes may have occurred during a time period, backed up with evidence (changes: houses, culture, leisure, clothes beliefs, religions and attitudes etc)</p> <p>Compare beliefs and behaviour with another period studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Study an ancient civilization in detail and develop a broad understanding of ancient civilisations by comparing and contrasting them</p>

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<b>Historical Interpretation</b>	Begin to understand we can find out about the past using objects, photos and non-fiction	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) and recount some details from the sources (photos, BBC website)  Discuss reliability of people's memories of the past	Compare pictures or photographs of people or events in the past  Able to identify different ways to represent the past (eye-witness accounts, books, photos, artefacts, buildings, visits, internet)  Understands why some people in the past did things	Identify and give reasons for different ways in which the past is represented  Distinguish between different sources and evaluate their usefulness (look at different versions from the same event and identify differences)  Look at representations of the period – museum, cartoons etc	Look at the evidence available  Begin to evaluate the usefulness of different sources – give reasons why there may be different accounts of history.  Use of books (inc text books) and historical knowledge	Compare accounts of events from different sources (fact or fiction) identify differences and evaluate to choose most reliable forms.  Give clear reasons why there may be different accounts of history and different versions of events  Know that people (now and past) can represent events or ideas in ways that persuade others & this affects interpretations of history.	Link sources and work out how conclusions were arrived at  Consider ways of checking the accuracy of interpretations – fact or fiction and opinion  Be aware that different evidence will lead to different conclusions  Confidently use nonfiction books and internet for research

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<b>Historical Enquiry</b>	<p>Sort objects into "then" and "now"</p> <p>Ask questions to find out about family members' past</p> <p>Ask questions about past objects, photographs etc</p>	<p>Sort artefacts "then" and "now"</p> <p>Use as wide a range of sources as possible</p> <p>Find answers to questions about the past using sources of information e.g. artefacts</p> <p>Ask and answer questions related to different sources and objects</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers</p> <p>Observe and handle sources to answer questions about the past on the basis of careful observations</p> <p>Sequence a collection of artefacts</p> <p>Use of time lines discuss the effectiveness of sources</p>	<p>Use a range of sources (e.g. artefacts, pictures, internet, music, historic buildings) to find out about a period, observe small details, select and record information relevant to the study</p> <p>Asks questions such as 'how did people....?' 'what did people do for...'</p> <p>Begin to use nonfiction books, e-learning for research ask and answer questions</p>	<p>Use evidence to build up a picture of a past event through a range of sources (e.g. documents, artefacts, pictures, internet, music, historic buildings)</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions e.g. 'what was it like for a .... During...?'</p> <p>Use the non-fiction books, e-learning for research</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of life in time studied</p> <p>Select relevant sections of information</p> <p>Confident use of nonfiction books, elearning, research</p> <p>Chooses reliable sources of evidence to answer questions</p> <p>Realises that there is often not a single answer to historical questions</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Evaluates the usefulness and accurateness of different sources of evidence</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathering from several sources together in a fluent account, using the most appropriate sources</p> <p>Investigate own lines of enquiry by posing questions to answer</p> <p>Forms own opinions about historical events from a range of sources.</p>

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<b>Organisation and Communication</b>	Communicate their knowledge through discussion; drawing pictures, drama/roleplay, making models, using IT	Communicate their knowledge through discussion; drawing pictures, drama/roleplay, making models, using IT, timelines (can be 3D with objects/sequential pictures), writing (reports, labelling, simple recount)	Class display, Communicates their knowledge through discussions, annotated photographs, IT, timelines, writing (reports, labelling, recounts, labelled diagrams with writing about them to share knowledge)  Writes own date of birth	Class display Communicate knowledge and understanding in a variety of ways – discussions, pictures, different genres of writing, annotations, diagrams, drama, models, presentations, IT  Uses dates and terms with increasing accuracy	Class display Communicate knowledge and understanding in a variety of ways – discussions, pictures, different genres of writing, annotations, diagrams, drama, models, presentations, IT  Uses dates and terms correctly  Work independently and in groups  Recall, select and organise historical information  Discusses most appropriate way to present information, realising it is for an audience	Class display Use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations, presentations, debates, IT  Presents structured and organised findings  Work independently and in groups showing initiative  Recall, select and organise historical information  Chooses most appropriate way to present information to an audience  Uses dates and terms accurately	Class display, Use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations, presentations, debates, IT  Presents information in an organised and structured way  Presents information in the most appropriate way (e.g. written explanation, labelled diagram, charts)  Makes accurate use of specific dates and terms