

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<ul style="list-style-type: none"> Identify different ways in which the past is represented. Explore events, look at pictures/stories and ask questions e.g. “Which things are old and which are new?” or “What were people doing?” Look at objects from the past and ask questions e.g. “What were they used for?” and try to answer. 	<ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask questions about the past e.g. “What was it like for a ...?” “What happened when...?” “How long ago did... happen?” Use a wide range of information to answer questions. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions about the past and find answers, suggesting sources of evidence to help. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions about the past and find answers, suggesting sources of evidence to help. Understand the difference between primary and secondary sources of evidence. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer. Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Select the most appropriate source of evidence for particular tasks. Investigate own lines of enquiry by posing questions to answer. Evaluate the use and accuracy of different sources of evidence. Form own opinions about historical events from a range of sources.

Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> □ Recall some facts about people/events before living memory. □ Suggest why people may have acted the way they did. □ Listen to eye-witness accounts from older generations. □ Tell the difference between past and present, both in their own lives and those of others. □ Begin to suggest why something might be different now in comparison to the past. 	<ul style="list-style-type: none"> □ Use information to describe the past. □ Describe differences between ‘then’ and ‘now, using a range of sources. □ Look at evidence to give and explain reasons why people in the past may have acted in the way they did. □ Recount the main events from a significant event in history. 	<ul style="list-style-type: none"> □ Use evidence to describe culture and leisure activities from the past. □ Use evidence to describe clothes, things of importance, way of life and actions of people in the past. □ Use evidence to describe houses, other buildings and settlements from the past and their uses. □ Use evidence to describe people’s beliefs and attitudes and differences between rich and poor. □ Use evidence to find out how any of the above may have changed during a given time period. □ Suggest reasons for differences between periods. □ Describe similarities and differences between people, events and objects □ Show changes on a timeline. 	<ul style="list-style-type: none"> □ Describe similarities and differences between people, events and artefacts studied. □ Describe how some of the things studied affect/influence life today. □ Show knowledge and understanding by describing features of past societies and periods. □ Identify some differences in ideas, beliefs and attitudes of past cultures, giving reasons for these differences. □ Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance, ways of life, beliefs and attitudes may have occurred during a time period. 	<ul style="list-style-type: none"> □ Begin to choose reliable sources of information when finding out about the past. □ Begin to give their own reasons why changes may have occurred and support these with evidence. □ Describe similarities and differences between people, events and artefacts studied. □ Describe how historical events studied affect/influence life today. □ Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. □ Discuss some causes and consequences of the main events, situations and changes in the periods studied. □ Make links between some of the features of past societies (e.g. religion, houses, society, technology). □ Identify changes and links within and across the time periods studied. 	<ul style="list-style-type: none"> □ Choose reliable sources of information when finding out about the past. □ Give their own reasons why changes may have occurred and support these with evidence. □ Describe similarities and differences between people, events and artefacts studied. □ Make links between some of the features of past societies (e.g. religion, houses, society, technology). □ Show identified changes on a timeline. □ Describe how some changes affect life today.
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Chronological Understanding	<ul style="list-style-type: none"> □ Understand the difference between things that happened in the past and the present. □ Describe things that happened to themselves and others in the past. □ Order a set of events or objects. □ Use a timeline to place important events. □ Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born, when my parents were young, etc. 	<ul style="list-style-type: none"> □ Understand and use the words ‘past’ and ‘present’ when talking about an event. □ Recount changes in their own lives over time. □ Understand how to put people, events and objects in order of when they happened, using a scale given by the teacher. □ Use words and phrases such as: recently, before, after, now, later. □ Use a timeline to place important events. 	<ul style="list-style-type: none"> □ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). □ Use a timeline to place historical events in chronological order. □ Describe dates of and order significant events from the period studied. □ Use words and phrases such as: century, decade. 	<ul style="list-style-type: none"> □ 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 of history. □ Use words and phrases such as: century, decade, BC, AD, after, before, during. 	<ul style="list-style-type: none"> □ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). □ Order significant events, dates and movements on a timeline. □ Sequence historical periods. □ Describe the main changes in a period of history. □ Use words and phrases relating to specific periods e.g. Industrial Revolution, Reformation, Renaissance, etc. 	<ul style="list-style-type: none"> □ Order significant events, dates and movements on a timeline. □ Use timelines to demonstrate changes and developments in one key area e.g. culture/art, technology or religion. □ Identify and compare changes within and across different periods. □ Understand how some historical events occurred concurrently in different locations e.g. Ancient Egypt and Prehistoric Britain. □ Uses these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and today.
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Historical Interpretation	<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past. 	<ul style="list-style-type: none"> Look at and use books and pictures, stories, eye-witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. 	<ul style="list-style-type: none"> Explore the idea that there are different accounts of history. Identify the difference between fact and opinion. 	<ul style="list-style-type: none"> Look at different versions/accounts of the same event in history and identify similarities and differences. Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> Understand 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. 	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms. Know that people in the past had a point of view, as do we and that this can affect interpretations of history. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Organise and communicate information	<ul style="list-style-type: none"> Sort events or objects into groups (e.g. 'then' and 'now'). Begin to use timelines to order events or objects. Recount stories about the past. Write and draw about things from the past. 	<ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects and place significant people. Communicate ideas about people, objects or events from the past through speaking, writing, drawing, role-play, storytelling and use of ICT. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama/role-play, storytelling and ICT. Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama/role-play, storytelling and ICT. Use dates and terms correctly, including subject-specific words e.g. monarch, settlement, invader. Discuss the most appropriate way to present information and realise that it is for an audience. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama/role-play, storytelling and ICT. Plan and present a self-directed project or research about the studied period, choosing the most appropriate way to present information to an audience. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama/role-play, storytelling and ICT. Present information in an organised and clearly structured way. Plan and present a self-directed project or research about the studied period, choosing the most appropriate way to present information to an audience.