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| **CHRONOLOGY** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Show their emerging knowledge and understanding of the past by:   * Recognising the distinction between past and present. * Identifying *some* similarities and differences between their own present and aspects of the past. * Place *a few* events and objects in order by using common phrases to show the passing of time (*old, new/young, days* and *months).*   Show their developing knowledge and understanding of the past by:   * Recognising the distinction between present and past in their own and other people's lives. * Identifying some similarities and differences between ways of life in different periods. * Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time *(before, after, a long time ago, past…).* | | Show their increasing knowledge and understanding of the past by:   * Using specialist dates and terms, and by placing topics studied into different periods (c*entury, decade, Roman, Egyptian, BC, AD…).* * Making *some* links between and across periods, such as the differences between clothes, food, buildings or transport. * Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. | | Show their chronologically secure knowledge by:   * Sequencing events and periods through the use of appropriate terms relating to the passing of time *(empire, civilisation, parliament, peasantry...).* * Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. * Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. * In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (*propaganda, bias, primary source, secondary source, reliability...).* * Analyse connections, trends and contrasts over time. | |

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| **EVENTS, PEOPLE AND CHANGES** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * To tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to *parts* of stories, and features of events. * Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. * Use simple stories and other sources to show that they know and understand key features of events. | | Be able to describe some of the main events, people and periods they have studied by:   * Understanding *some* of the ways in which people's lives have shaped this nation. * Describing how Britain has influenced and been influenced by the wider world. * Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. | | Show their knowledge and understanding of local, national and international history by:   * Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. * Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. * Establishing a narrative showing connections and trends within and across periods of study. * Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. * Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. | |

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| **COMMUNICATION** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Understand and use simple historical concepts such as now/then and same/different. * To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing).* * Understand historical concepts and use them to make simple connections and draw contrasts. | | * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * When doing this they should use specialist terms like *settlement, invasion* and vocabulary linked to chronology. * Produce structured work that makes some connections, draws some contrasts, frame historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. | | * Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. * Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. | |

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| **INQUIRY, INTERPRETATION AND USING SOURCES** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Use sources to answer *simple* questions about the past. * Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. * Identify some of the *basic* ways the past can be represented. * To begin to understand the reasons why people in the past acted as they did from a range of sources *(pictures, plays, films, written accounts, songs, museum displays, stories).* | | * Understand *some* of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. * Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance. * Understand some of the methods of historical enquiry, how evidence is used to make historical claims. * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. * Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event *may* exist *(artist’s pictures, museum displays, written sources).* * Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. | | * Understand the methods of historical enquiry, how evidence is used to make historical claims, and *begin* to discern how and why contrasting arguments and interpretations of the past have been constructed. * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. * Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. * Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. * Begin to recognise why some events, people and changes might be judged as more historically significant than others. | |