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|  | **Chronological Understanding**  **KS1 History National Curriculum**  Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.  **KS2 History National Curriculum**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. | **Historical Interpretations**  **KS1 History National Curriculum**  Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  **KS2 History National Curriculum**  Children should understand how our knowledge of the past is constructed from a range of sources. | **Historical Investigations**  **KS1 History National Curriculum**  Children should ask and answer questions, using other sources to show that they know and understand key features of events  **KS2 History National Curriculum**  Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | **Knowledge and understanding of people, places and events**  **KS1 History National Curriculum**  Pupils should identify similarities and differences between ways of life in different periods.  **KS2 History National Curriculum**  Children should note connections, contrasts and trends over time. | **Presenting, organising and communicating**  **KS1 History National Curriculum**  Pupils should use a wide vocabulary of everyday historical terms.  **KS2 History National Curriculum**  Pupils should develop the appropriate use of historical terms. |
| EYFS | On entry to pre nursery:  In pretend play, imitates everyday actions and events from own family and cultural background  On entry to nursery:  Can talk about some of the things they have observed such as plants, animals, natural and found objects  Mid- nursery:  Remembers and talks about significant events in their own experience  On entry to reception:  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family  Mid- reception:  Talk about the past, in relation to their own life and the lives of family members | | | | |
| Year 1 | Can they understand the difference between things that happened in the past and the present?  Can they describe things that happened to themselves and other people in the past?  Can they order a set of events or objects?  Can they use a timeline to place important events?  Can they use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young? | Can they look at books, videos, photographs, pictures and artefacts to find out about the past? | Can they ask and answer questions about old and new objects?  Can they spot old and new things in a picture?  Can they answer questions using a artefact/ photograph provided?  Can they give a plausible explanation about what an object was used for in the past?  Can they answer questions using a range of artefacts/ photographs provided?  Can they find out more about a famous person from the past and carry out some research on him or her? | Can they recognise the difference between past and present in their own and others’ lives?  Can they know and recount episodes from stories about the past? | Can they sort events or objects into groups (i.e. then and now.)  Can they order events or objects? Can they tell stories about the past?  Can they talk, write and draw about things from the past? |
| Year 2 | Can they use words and phrases like: before I was born, when I was younger?  Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning?  Can they use the words past and present correctly?  Can they use a range of appropriate words and phrases to describe the past?  Can they sequence a set of events in chronological order and give reasons for their order? | Can they compare 2 versions of a past event?  Can they compare pictures or photographs of people or events in the past?  Can they identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories?  Can they use stories to distinguish between fact and fiction and help them remember key historical facts? | Can they find out something about the past by talking to an older person?  Can they answer questions by using a specific source, such as an information book?  Can they pose their own questions and answer them through a historical enquiry?  Can they use a range of sources to find out about the past? E.g photographs, artefacts, information books, the internet. | Can they recognise why people did things, why events happened and what happened as a result?  Can they identify differences between ways of life at different times? | Can they describe objects, people or events in history?  Can they use timelines to order events or objects or place significant people?  Can they communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT |
| Year 3 | Can they describe events and periods using the words: BC, AD and decade?  Can they describe events from the past using dates when things happened?  Can they describe events and periods using the words: ancient and century?  Can they use a timeline within a specific time in history to set out the order things may have happened?  Can they use their mathematical knowledge to work out how long ago events would have happened? | Can they identify and give reasons for different ways the past is represented? Can they compare different versions of the same story from different sources and discuss why they might be different? | Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?  Can they use various sources of evidence to answer questions, including their own questions?  Can they use various sources to piece together information about a period in history?  Can they research a specific event from the past ?  Can they use their ‘information finding’ skills in writing to help them write about historical information?  Can they through research identify similarities and differences between given periods in history? | Can they find out and compare the everyday lives of people in time studied with their own lives today?  Can they understand and identify reasons for and the results of their actions?  Can they identify changes within a period of history and give reasons for these changes? | Can they communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT? |
| Year 4 | Can they plot recent history on a timeline using centuries?  Can they place periods of history on a timeline showing periods of time?  Can they use their mathematical skills to round up time differences into centuries and decades? | Can they begin to evaluate the usefulness of different sources? Can they use textbooks and historical knowledge to support new information learnt? | Can they research two versions of an event and say how they differ?  Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?  Can they give more than one reason to support an historical argument?  Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? | Can they use evidence when discussing the everyday life of people in time studied?  Can they look for links and effects in time studied?  Can they offer a reasonable explanation for some events?  Can they explain changes between the periods they have studied and give reasons for these changes? | Can they communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT? |
| Year 5 | Can they use dates and historical language in their work?  Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?  Can they use their mathematical skills to work exact time scales and differences as need be? | Can they compare accounts of events from different sources - fact or fiction?  Can they offer some reasons for different versions of events? | Can they test out a hypothesis in order to answer a question?  Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? | Can they study different aspects of different people e.g. differences between male and female/rich or poor experiences?  Can they examine causes and results of great events and the impact on people?  Can they compare life in ‘early’ and ‘late’ parts of the time period?  Can they compare an aspect of life with the same aspect in another time period? | Can they communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT?  Can they plan and present a self-directed project or research about the studied period? |
| Year 6 | Can they say where a period of history fits on a timeline?  Can they place a specific event on a timeline by decade?  Can they place features of historical events and people from past societies and periods in a chronological framework? | Can they link sources and work out how conclusions were arrived at?  Can they consider ways of checking the accuracy of interpretations – fact/fiction or opinion?  Are they aware that different evidence will lead to different conclusions? | Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?  Can they identify and explain their understanding of propaganda?  Can they describe a key event from the past using a range of evidence from different sources?  Can they reach a valid and substantiated conclusion to an independently planned and investigated enquiry? | Can they find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings? Can they explain a past event in terms of cause and effect, using evidence to support and illustrate?  Can they recall key dates, people and events of time studied and they impact they had? | Can they communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT?  Can they plan and present a self-directed project or research about the studied period? |