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|   | **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| **Strand** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Chronology** | Know the difference between past and present in their own lives. |

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| To understand the difference between events that happened now and in the past.To know about things that happened to them in the past and to know some things that happened to other people in the past.

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| understand how to put a few events or objects in order of when they happened. |

To 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 |

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| To understand and use the words past and present when telling others about an eventRecount changes in my own life over timeTo understand how to put people, events and objects in order of when they happened, using a scale provided by the teacherTo use words and phrases such as: recently, when my parents/carers were children, decades, and centuries..Sequence artefacts closertogether in time• sequence photographs etc from different periods of their life• describe memories of keyevents in lives |

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| use a time line to place events I have found out about.can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time linebegin to use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. |

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| place events from periodstudied on time lineunderstand more complexterms eg BC/ADuse words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. |

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| • know + sequence keyevents of time studied• use relevant terms +periods labels• relate current studies toprevious studies• make comparisonsbetween different times inthe past |

* describe the main changes in a period of history (using words such as ‘social’, ‘religious’, ‘political’, ‘technological’ and ‘cultural’
* name the date of any significant event from the past that I have studied and place it in the right place on a time line use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time.
 | name the date of any significant event from the past that I have studied and place it in the right place on a time lineuse a time line to demonstrate changes and developments in culture, technology, religion and society

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| • use relevant dates + terms |

* use a time line to place events, periods and cultural movements (linked to art, music and architecture) I have found out about from all around the world
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| **Knowledge and understanding of events, people and changes in the past** | Know some reasons why people’s lives were different in the past. |

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| They know and recount episodes from stories about the past |

To be able to out some facts about people long ago. (Before living memory.)To be able to find out some facts about events that happened long ago.To say why people may have acted as they did. | use information to describe the pastuse information that they have found out about the past to describe the differences between then and now.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 (giving some interesting details.)

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| .find out about everyday livesof people in time studied• compare with our life today• identify reasons for andresults of people’s actionsunderstand why people mayhave wanted to do somethinguse evidence to give reasons why changes may have occurredshow on a time line, the changes that I have identifiedcan describe some similarities and differences between some people, events and objects (artefacts) I have studied |

* Begin to describe how some of the things I have studied from the past affect life today.
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| use evidence to reconstruct lifein time studied• identify key features +events• look for links and effects in time studied• offer a reasonableexplanation for some events using evidenceshow on a time line, the changes that I have identifieddescribe how some of the things I have studied from the past affect life today. |

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| study different aspects of life of different people -differences between men +women• examine causes + results of great events + the impact on people• compare life in early + late times studied• compare an aspect oflife with the same aspect inanother period |

* With help, choose reliable sources of factual evidence to find out the aspects studied
* describe how some of the things studied from the past affect life today.
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| find out about beliefs,behaviour andcharacteristics of people,recognising that noteveryone shares the sameviews + feelings.• compare beliefs andbehaviour with anothertime studied• write another explanationof a past event in terms ofcause + effect usingevidence to support andillustrate their explanation• know key dates,characters + events oftime studied |

* make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
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| **Historical interpretaion** | To listen to stories to find out about the past |

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| use stories to encouragechildren to distinguishbetween fact and fiction and to find out about the past• compare adults talkingabout the past - how reliable are memories |

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| Compare 2 versions of a past eventcompare pictures orphotographs of people orevents in the pastdiscuss reliability ofphotos/accounts/ stories |

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| identify + give reasons fordifferent ways in which the past is represented• distinguish between differentsources - compare different versions of same storybegin to identify why there may be different accounts of history.look at representations of the period - museum, cartoons etc |

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| look at the evidence available• begin to evaluate the usefulness of different sources• use of text books +historical knowledge |

* looked at two versions of the same event in history and have identify differences in the accounts
* give reasons why there may be different accounts of history
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| compare accounts of eventsfrom different sources-Fact or fictionoffer some reasons for different versions of eventsbe aware that people both now and in the past represent events or ideas in a way that persuades others |

know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.give clear reasons why there may be different accounts of history. |

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| link sources + work outhow conclusions were arrived at• consider ways of checkingthe accuracy ofinterpretations - fact orfiction and opinion• be aware that differentevidence will lead todifferent conclusions• confident use of wide range of sources of informationgive clear reasons why there may be different accounts of history, linking this to factual understanding of the past.know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the pastevaluate evidence, which helps me to choose the most reliable forms |

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| **Historical enquiry** | To look at pictures and artefacts and to identify old and new |

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| Find answers to simple questions about the past from sources of information e.g artefacts To look at pictures and ask: Which things are old and new? What were the people doing?To look at objects and ask and try to answer: ‘What were they used for? |

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| Ask, “What was it like for people in the past?” and use information to help answer the question |

Ask, “What happened in the past?” and use information to help answer the question.ask, “How long ago did an event happen?” and try to work it outestimate the ages of people (younger, older) by studying and describing their features |

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| use a range of sources to findout about a period• observe small details - artefacts, pictures• select and record information relevant to the study begin to use the library and internet for research |

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| use evidence to build up a picture of a past event• choose relevant material to present a picture of one aspect of life in time past |

* 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 to collect evidence about the past.

ask, “What was it like for a... (child, rich person, etc) during… |

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| begin to identify primary + secondary sources• use evidence to build up a picture of life in time studied• select relevant sections of information• confident use of reliable sources for research |

* suggest sources of evidence to help answer questions.
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| recognise primary +secondary sources• use a range of sources to find out about an aspect of time past.Suggest omissions and the means of finding out.• bring knowledge gathered from several sources together in a fluent account |

* choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.
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| **Organisation and communication** | **To sort objects into old and new****To be able to tell and order some events from their own past**  |

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To sort objects or events into groupsBegin to use timelines to order eventsTo tell stories about the past (sometimes using role-play)To draw pictures and write sentences to tell about the past | * Communicate their knowledge through: discussion, drawing pictures , drama/role play, making models, writing and using ICT
* to use time lines to order events and people
 | present my findings about the past using speaking, writing, maths, ICT, drama and drawing skills, using dates and terms | * present findings about the past using wider range of speaking, writing, maths, ICT, drama and drawing skills
* discuss the most appropriate way to present information, which I realise is for an audience.
* use dates and terms accurately
 | present findings about the past using speaking, writing, maths, ICT, drama and drawing skillschoose the most appropriate way to present my information, which I realise is for an audience | * use the key vocabulary of the time to convey my understanding of the past.
* choose the most appropriate way to present information, which I realise is for an audience
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