



Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Discuss the past using the concept of "then" and "now"	sequence events or objects in chronological order	sequence artefacts closer together in time sequence events specific to topic sequence photos etc from different periods of their life describe memories of key events in lives	sequence events or artefacts use dates related to the passing of time place the time studied on a time line	place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	sequence key events of time studied place current study on time line in relation to other studies (prior learning) relate current studies to previous studies know and use relevant terms and periods labels make comparisons between different times in history	sequence up to ten events on a time line place current study on time line in relation to other studies and how they influence each other use relevant dates and terms



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Range and depth of historical knowledge	Understand the past through settings, characters and events encountered in books read in class and storytelling.	begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past	collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening) find out about people and events in other times	identify reasons for and results of people’s actions understand why people may have had to do something study change through the lives of significant individuals find out about everyday lives of people in time studied compare with our life today	identify key features and events offer a reasonable explanation for some events look for links and effects in time studied Develop a broad understanding of ancient civilisations use evidence to reconstruct life in time studied	study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period Study an ancient civilization in detail	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time



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Interpretations of history	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	able to identify different ways to represent the past compare pictures or photographs of people or events in the past	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons etc.	look at the evidence available and begin to evaluate the usefulness of different sources use of books & IT and historical knowledge	compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events	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 the library etc. for research



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Historical Enquiry	Talk about the lives of the people around them and their roles in society then and now.	to ask and answer questions related to different sources and objects sort artefacts "then" and "now" use as wide a range of sources as possible speaking and listening (links to literacy)	use a source – why, what, who, how, where to ask questions and find answers discuss the effectiveness of sources sequence a collection of artefacts Use of time lines Chronology	use a range of sources to find out about a period (unit X) observe small details – artefacts, pictures select and record information relevant to the study ask and answer questions begin to use the library, e-learning for research	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 ask a variety of questions use the library, e-learning for research	begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research	bring knowledge gathering from several sources together in a fluent account recognise primary and secondary sources use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out
Organisation and communication		Time lines (3D with objects/ sequential pictures) drawing drama/role play	Class display/ museum annotated photographs ICT	communicate knowledge and understanding in a variety of ways – discussions, pictures, writing,	select data and organise it into a data file to answer historical questions	fit events into a display sorted by theme time use appropriate terms, matching	select aspect of study to make a display use a variety of ways to communicate



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		writing (reports, labelling, simple recount)		annotations, drama, model	know the period in which the study is set display findings in a variety of ways work independently and in groups	dates to people and events record and communicate knowledge in different forms work independently and in groups showing initiative	knowledge and understanding including extended writing plan and carry out individual investigations