

History



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Understand the difference between things that happened in the past and the present.	Understand and use the words past and present when telling others about an event.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	Order significant events, movements and dates on a timeline.
	Describe things that happened to themselves and other people in the past	Recount changes in my own life over time.	Use a timeline to place historical events in chronological order.	Order significant events and dates on a timeline.	Order significant events, movements and dates on a timeline	Identify and compare changes within and across different periods
	Order a set of events or objects	Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.	Describe dates of and order significant events from the period studied	Describe the main changes in a period in history	Describe the main changes in a period in history.	Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
	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, a very long time ago, before I was born. When my parents/carers were young.	Use a timeline to place important events				
Knowledge & Understanding of events, people and changes in the past.	Recall some facts about people/events before living	Use information to describe the past.	Use evidence to describe the culture and leisure activities	Use evidence to describe what was important to people	Choose reliable sources of information to find out about	Choose reliable sources of information to find out about the
	Say why people may have acted the way they did.	Describe the differences between then and now.	Use evidence to describe the clothes, way of life and actions	Use evidence to show how the lives of rich and poor	Give own reasons why changes may have occurred,	Give reasons why changes may have occurred, backed up by
		Look at evidence to give and explain reasons why people in	Use evidence to describe buildings and their uses of people from the past	Describe similarities and differences between people,	Describe similarities and differences between some	Describe similarities and differences between some people,
		Recount the main events from a significant event in history.		Describe how some of the things I have studied from the past affect/influence life today	Describe how historical events studied affect/influence	Describe how some of the things studied from the past
					Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Make links between some of the features of past societies.
						Choose reliable sources of information to find out about the past.
					Give reasons why changes may have occurred, backed up by	
					Describe similarities and differences between some people,	
					Describe how some of the things studied from the past	
					Make links between some of the features of past societies.	
					Make links between some of the features of past societies.	
Historical Interpretation	Look at books, videos, photographs, pictures and artefacts to find out about the past.	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	Explore the idea that there are different accounts of history.	Look at different versions of the same event in history and identify differences.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.	Evaluate evidence to choose the most reliable forms.
				Know that people in the past represent events or ideas in a way that persuades others.	Give reasons why there may be different accounts of history.	Know that people both in the past have a point of view and that this can affect interpretation
					Evaluate evidence to choose the most reliable forms.	Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Historical Enquiry	Identify different ways in which the past is represented	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the 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 as evidence about the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.	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.
	Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"		Ask questions and find answers about the past.	Ask questions and find answers about the past.	Give reasons why there may be different accounts of history.	Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
	Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.		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 and find answers about the past.	Evaluate evidence to choose the most reliable forms.	Investigate own lines of enquiry by posing questions to answer.
Organisation & Communication	Sort events or objects into groups (i.e. then and now.)	Describe objects, people or events in history.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
	Use timelines to order events or objects	Use timelines to order events or objects or place significant people.			Plan and present a self-directed project or research about the studied period.	Plan and present a self-directed project or research about the studied period.
	Tell stories about the past. Talk, write and draw about things from the past.	Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.				