

Skill s	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Chronology: Apply chronological understanding by...

	<ul style="list-style-type: none"> Beginning to make sense of their own life-story by simple oral sequencing using key vocab of past and present. Beginning to make sense of immediate family's history using oral sequencing. 	<ul style="list-style-type: none"> Children begin to organise events using basic chronology, recognising that things happened before they were born. 	<ul style="list-style-type: none"> Sequencing events in own life Sequencing 3 or 4 artefacts from different periods of time e.g. toys Matching objects to people of different ages e.g. toys Describing memories of key events in life 	<ul style="list-style-type: none"> Sequencing artefacts closer together in time Sequencing photographs from different periods of their life Describing key events and when they happened in time e.g. Remembrance day/the Great Fire of London 	<ul style="list-style-type: none"> Placing the Stone Age-Iron Age and the Roman Empire on a time line Using dates and terms related to the study unit and passing of time Sequencing several events or artefacts 	<ul style="list-style-type: none"> Placing events from Ancient Greece, Britain's settlement by the Anglo-Saxons and Scots and WW2 on a timeline Using terms related to the period and beginning to date events Understanding more complex terms e.g. BCE/CE 	<ul style="list-style-type: none"> Knowing and sequencing key events of Ancient Egypt and the Viking and Anglo-Saxon struggle for the Kingdom of England as well as the changing power of monarchs Using relevant terms and period labels Making comparisons between different times in the past 	<ul style="list-style-type: none"> Placing Mayan study and the local history study about trade and industry on a time line in relation to other studies Using relevant dates and terms Sequencing up to 10 events on a time line
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Range and Depth of Historical Knowledge: Demonstrate an understanding of the range and depth of historical knowledge by...

	<ul style="list-style-type: none"> Recognising the difference between past and present using visual prompts. Recounting events from the past recognising these events have already happened. 	<ul style="list-style-type: none"> Using pictures, stories, artefacts to explore similarities and differences between then and now (discussion based). Discussing how experiences familiar to them now might have been different in the past e.g. learning to dress yourself. 	<ul style="list-style-type: none"> Recognising the difference between past and present in their own and others' lives Recounting episodes from stories about the past 	<ul style="list-style-type: none"> Recognising why people did things, why events happened and what happened as a result e.g. explorers Identifying differences between ways of life at different times e.g. in 1666 compared to present day 	<ul style="list-style-type: none"> Finding out about everyday lives of people in the Stone Age-Iron Age and Ancient Rome Comparing life in Stone Age-Iron Age and Ancient Rome with our life today Identifying reasons for and results of people's actions Understanding why people may have wanted to do something 	<ul style="list-style-type: none"> Using evidence to reconstruct life in Ancient Greece, Britain's settlement by the Anglo-Saxons and Scots and WW2 Identifying key features and events of Ancient Greece, Britain's settlement by the Anglo-Saxons and Scots and WW2 Looking for links and effects in time studied Offering a reasonable explanation for some events 	<ul style="list-style-type: none"> Studying different aspects of the lives of different people e.g. differences between male and female monarchs Examining causes and results of great events e.g. the signing of the magna carta and the impact on people Comparing life in early and late 'times' studied Comparing an aspect of life with the same aspect in another period e.g. in Ancient Egypt or during the Viking and Anglo-Saxon struggle for the Kingdom of England 	<ul style="list-style-type: none"> Finding out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Comparing beliefs and behaviour with Mayan beliefs and behaviour Writing another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Knowing key dates, characters and events about the Mayans and the impact of trade and industry on the locality
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Interpretations of History: Address and devise historically valid questions by...

	<ul style="list-style-type: none"> Using familiar stories from different perspectives e.g. Goldilocks and the three bears to encourage children to distinguish between fact and fiction 	<ul style="list-style-type: none"> Using familiar stories from different perspectives e.g. Goldilocks and the three bears to encourage children to distinguish between fact and fiction 	<ul style="list-style-type: none"> Using familiar stories from different perspectives e.g. Goldilocks and the three bears to encourage children to distinguish between fact and fiction Comparing adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Comparing 2 versions of a past event e.g. The Great Fire of London Comparing pictures or photographs of people or events in the past e.g. The Great Fire of London Discussing reliability of photos/accounts/stories 	<ul style="list-style-type: none"> Identifying and giving reasons for different ways in which the past is represented Distinguishing between different sources – comparing different versions of the same story Looking at representations of the Stone Age-Iron Age and Ancient Rome 	<ul style="list-style-type: none"> Looking at the evidence available Using various sources to gain historical knowledge about topics studied Beginning to evaluate the usefulness of different sources e.g. those relating to WW2 	<ul style="list-style-type: none"> Comparing accounts about Ancient Egypt, the Viking and Anglo-Saxon struggle for the Kingdom of England and the changing power of monarchs from different sources – fact or fiction Offering some reasons for different versions of events 	<ul style="list-style-type: none"> Linking sources and working out how conclusions were arrived at Considering ways of checking the accuracy of interpretations – fact or fiction and opinion Being aware that different evidence will lead to different conclusions
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Historical Enquiry and Communicating ideas: Use a range of sources to present historical knowledge by...

- Using photograph prompts to discuss memories from past events using key vocabulary.

- Looking at images of familiar situations in the past, such as homes, schools, and transport to make observations.

- Finding answers to simple questions about the past from sources of information e.g. artefacts relating to Brunel/Newton Abbot

- Observing or handling sources to answer questions about the past on the basis of simple observations

- Using them to find out about a period
 - Observing small details – artefacts, pictures
 - Selecting and recording information relevant to the study of the Stone Age-Iron Age or Ancient Rome
 - Beginning to use various means of research

- Using evidence to build up a picture of a past event
 - Choosing relevant material to present a picture of one aspect of life in Ancient Greece or Britain's settlement by Anglo-Saxons and Scots or WW2
 - Asking a variety of questions
 - Using various means of research and beginning to independently research

- Beginning to identify primary and secondary sources
 - Using evidence to build up a picture of a past event e.g. the signing of the magna carta
 - Selecting relevant sections of information

- Recognising primary and secondary sources
 - Using them to find out about an aspect of the Mayan period or the impact of trade and industry on the locality
 - Suggesting omissions and the means of finding out
 - Bringing knowledge gathered from them together in a fluent account

