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|  | **CHRONOLOGY** | **EVENTS, PEOPLE AND CHANGES** | **INTERPRETATION, ENQUIRY AND USING SOURCES** | **COMMUNICATION** |
| **Year 6** | * use dates and a wide range of historical terms when sequencing events and periods of time
* develop chronologically secure knowledge of the events and periods of time studied
* analyse links and contrasts within and across different periods of time including short-term and long-term time scales
 | * describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor
* demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066
 | * regularly address and sometimes devise historically valid questions and hypotheses
* give some reasons for contrasting arguments and interpretations of the past
* describe the impact of historical events and changes
* recognise that some events, people and changes are judged as more significant than others
 | * acknowledge contrasting evidence and opinions when discussing and debating historical issues
* use appropriate vocabulary when discussing, describing and explaining historical events
* construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms
* choose the most appropriate way

of communicating different historical findings |
| **Year 5** | * use dates and appropriate historical terms to sequence events and periods of time
* identify where people, places and periods of time fit into a chronological framework
* describe links and contrasts within and across different periods of time including short-term and long-term time scales
 | * describe some aspects of Britain’s settlement by Anglo-Saxons and Scots
* demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the western world
* describe key aspects of a non- European society such as the early Islamic civilization
 | * use a wider range of sources as a basis for research to answer questions and to test hypotheses
* recognise how our knowledge of the past is constructed from a range of sources
* evaluate sources and make simple inferences
* choose relevant sources of evidence to support particular lines of enquiry
 | * discuss and debate historical issues
* use appropriate vocabulary when discussing and describing historical events
* construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms
* choose relevant ways to communicate historical findings
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| **Year 4** | * use dates and historical terms when ordering events and objects
* identify where people and events fit into a chronological framework
* explore links and contrasts within and across different periods of time
 | * describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared
* demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt
* demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066
 | * use sources to address historically valid questions and hypotheses
* recognise how sources of evidence are used to make historical claims
* recognise why some events happened and what happened as a result
* identify historically significant people and events in different situations
 | * discuss significant aspects of, and connections between, different historical events
* select and organise relevant historical information to present in a range of ways
* use relevant and appropriate historical terms and vocabulary linked to chronology
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| **Year 3** | * use some dates and historical terms when ordering events and objects
* demonstrate awareness that the past can be divided into different periods of time
* explore trends and changes over time
 | * describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age
* describe some aspects of the Roman Empire and recognise its impact on Britain
* demonstrate knowledge of aspects of history significant in their locality
 | * use sources to address historically valid questions
* recognise that our knowledge of the past is constructed from different sources of evidence
* recognise that different versions of past events may exist
* describe some of the ways the past can be represented
 | * discuss some historical events, issues, connections and changes
* select and organise historical information to present in a range of ways
* use relevant historical terms and vocabulary linked to chronology
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| **Year 2** | * order and sequence events and objects
* recognise that their own lives are similar and/or different from the lives of people in the past
* use common words and phrases concerned with the passing of time
 | * demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements
* develop awareness of significant historical events, people and places in their own locality
 | * ask and answer simple questions about the past through observing and handling a range of sources
* consider why things may change over time
* recognise some basic reasons why people in the past acted as they did
* choose parts of stories and other sources to show what they know about significant people and events
 | * talk about what/who was significant in simple historical accounts
* demonstrate simple historical concepts and events through role- play, drawing and writing
* use a variety of simple historical terms and concepts
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| **Year 1** | * recognise the distinction between past and present
* order and sequence some familiar events and objects
* identify some similarities and differences between ways of life at different times
* use some everyday terms about the passing of time such as 'a long time ago' and 'before'
 | * retell some events from beyond their living memory which are significant nationally or globally
* describe some changes within their living memory (including aspects of national life where appropriate)
 | * make simple observations about different people, events, beliefs and communities
* use sources to answer simple questions about the past
* identify some of the basic ways in which the past can be represented
* choose parts of stories and other sources to show what they know about the past
 | * describe special or significant events
* retell simple stories or events from the past
* use simple historical terms
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| **EYFS** | I can talk about changes within my life. I can compare and contrast characters from stories, including figures from the past.I can talk about how shops have changed over time and look at the emergency services (timeline). | I can talk about members *of* my immediate family and community.I can name and describe people who are familiar to me.I can talk about celebrations from now and in the past.I can talk about the lives *of* the people around me and their roles in society.I can talk about nature and how it has changed over time. | I can comment on images *of* familiar situations in the past.I can talk about the past through settings and characters, focusing on houses and homes. | I can talk about past and present events in my life and what has been read to me. |
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