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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 |
| **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 |
| **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 |
| **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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