

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Children use everyday language to talk about time. Eg children know what comes first in the school routine-morning break time or lunchtime.	<ul style="list-style-type: none"> □ Sequence events in their life □ Sequence 3 or 4 artefacts from distinctly different periods of time □ Match objects to people of different ages <p>Make simple comparisons and connections between two time periods eg then and now.</p>	<ul style="list-style-type: none"> □ Sequence artefacts closer together in time - check with reference book □ Sequence photographs etc. from different periods of their life □ Describe memories of key events in lives <p>Start to make comparisons and connections between two time periods eg then and now.</p>	<ul style="list-style-type: none"> □ Place the time studied on a time line □ Use dates and terms related to the study unit and passing of time □ Sequence several events or artefacts <p>Make comparisons and connections between two time periods eg then and now.</p>	<ul style="list-style-type: none"> □ Place events from period studied on time line □ Use terms related to the period and begin to date events □ Understand more complex terms eg BC/AD <p>Make detailed comparisons and connections between times in the past.</p>	<ul style="list-style-type: none"> □ Know and sequence key events of time studied □ Use relevant terms and period labels □ Make more detailed comparisons between different times in the past <p>Make more detailed comparisons and connections between times in the past.</p>	<ul style="list-style-type: none"> □ Place current study on time line in relation to other studies □ Use relevant dates and terms □ Sequence up to 10 events on a time line <p>Make detailed comparisons, connections and explanations between times in the past.</p>
Range and depth of historical knowledge	Children talk about past and present events in their lives and in the lives of family members. Ext- Children know the difference between past and present events and in their own lives and some reasons why peoples lives were different in the past.	<ul style="list-style-type: none"> □ Recognise the difference between past and present in their own and others lives □ They know and recount episodes from stories about the past 	<p>Recognise why people did things, why events happened and what happened as a result</p> <ul style="list-style-type: none"> □ Identify differences between ways of life at different times 	<ul style="list-style-type: none"> □ Find out about every day lives of people in time studied □ Compare with our life today □ Identify reasons for and results of people's actions □ Understand why people may have wanted to do something 	<ul style="list-style-type: none"> □ Use evidence to reconstruct life in time studied □ Identify key features and events of time studied □ Look for links and effects in time studied □ Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> □ Study different aspects 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 lie with the same aspect in another period 	<ul style="list-style-type: none"> □ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings □ Compare beliefs and behaviour with another time 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 studied
Interpretation of History		<ul style="list-style-type: none"> □ Use stories to encourage children to distinguish between fact and fiction □ Compare adults talking about the past - how reliable are their memories? 	<p>Compare 2 versions of a past event</p> <ul style="list-style-type: none"> □ Compare pictures or photographs of people or events in the past □ Discuss reliability of photos/ accounts/stories 	<p>Identify and give reasons for different ways in which the past is represented</p> <ul style="list-style-type: none"> □ Distinguish between different sources - compare different versions of the same story □ Look at representations of the period - museum, cartoons etc <p>Discuss reliability of photos/ accounts/ stories.</p>	<ul style="list-style-type: none"> □ Look at the evidence available □ Begin to evaluate the usefulness of different sources □ Use text books and historical knowledge 	<p>Compare accounts of events from different sources - fact or fiction</p> <ul style="list-style-type: none"> □ Offer some reasons for different versions of events 	<p>Link sources and work out how conclusions were arrived at</p> <ul style="list-style-type: none"> □ 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 and internet for research
Historical Enquiry	Children can start to make simple observations about objects from past and present eg toys.	<p>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</p> <p>Start to ask simple reactive questions to a stimulus.</p>	<ul style="list-style-type: none"> □ Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. <p>Start to ask a variety of simple questions.</p>	<p>Use a range of sources to find out about a period</p> <ul style="list-style-type: none"> □ Observe small details - artefacts, pictures □ Select and record information relevant to the study □ Begin to use the library and internet for research <p>Ask simple questions</p>	<ul style="list-style-type: none"> □ 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 and internet for research 	<ul style="list-style-type: none"> □ Begin to identify primary and secondary sources □ Use evidence to build up a picture of a past event □ Select relevant sections of information □ Use the library and internet for research with increasing confidence 	<p>Recognise primary and secondary sources</p> <ul style="list-style-type: none"> □ Use a range of sources to find out about an aspect of time past □ Suggest omissions and the means of finding out □ Bring knowledge gathered from several sources together in a fluent account

EYFS

Years 1, 2 and 3.

Years 4 and 5

Year 6

Organisation and communication

Children communicate their ideas and observations through discussion and role play.

Ext—When appropriate, write a sentence about their ideas and observations eg what happened in the Christmas holidays.

□ Communicate their knowledge through:

Discussion....

Drawing pictures...

Drama/role play..

Making models....

Writing..

Using ICT...

Debate

Comparisons

Start to identify clues and information from pictures and photographic sources.

□ Recall, select and organise historical information

□ Communicate their knowledge and understanding.

Identify clues And information from picture and photographic sources.

□ Select and organise information to produce structured work, making appropriate use of dates and terms.