

	Year R	Years 1 and 2	Years 3 and 4	Years 5 and 6
Chronology	<ul style="list-style-type: none"> • Use words and phrases that relate to time such as before, after, since, now, yesterday, tomorrow, new, old • Describe things that have happened to themselves in the short and longer term past 	<ul style="list-style-type: none"> • Describe changes within living memory • Order events and objects on a timeline of a topic from beyond living memory • Describe similarities and differences between periods of time 	<ul style="list-style-type: none"> • Use a timeline of history – understanding that it can be split into BC and AD • In time order, describe the main changes in a period or event studied • Accurately order dates on a timeline to show an event or period 	<ul style="list-style-type: none"> • Use timelines to demonstrate changes and developments in key areas such as culture, technology or religion • Note connections, contrasts and trends over time • Understand how some historical events occurred concurrently in different locations (eg. Ancient Egypt and Stone Age Britain)
Knowledge	<ul style="list-style-type: none"> • Recall things that have happened to themselves and others in living memory 	<ul style="list-style-type: none"> • Use information gathered from a range of sources, including eyewitness accounts (eg. grandparents, visitors) to describe the past • Recall information about people or events from beyond living memory • Recount the main details from significant events in history 	<ul style="list-style-type: none"> • Use evidence to describe aspects of the lives of people from the past eg. culture, way of life, what was important to them • Investigate similarities and differences between people, events and artefacts • Be able to talk about the influence of the past on the way we live today 	<ul style="list-style-type: none"> • Give reasons why change occurred, backed up with evidence • Describe how some changes impact both on subsequent periods and, in the longer term, on today's society • Identify some social, cultural, religious and ethnic diversities of societies studied
Enquiry	<ul style="list-style-type: none"> • Ask questions about the past • Look at objects, pictures and photographs from the past and ask questions about them 	<ul style="list-style-type: none"> • Ask questions and look for evidence to answer them • Know that we can find out about the past using a range of sources eg. artefacts, diaries, photographs • 	<ul style="list-style-type: none"> • Explore the idea that there are different accounts of history • Be able to locate and use documents, printed scripts and digital information using IT to find out about the past 	<ul style="list-style-type: none"> • Question the reliability of source material – give reasons why it is or is not reliable • Choose and use the most reliable forms of evidence to inform learning
Interpretation	<ul style="list-style-type: none"> • Look at artefacts and describe how they are different or the same as those we use or see today 	<ul style="list-style-type: none"> • Say why people might have acted as they did in the past • Say what they have found out from looking at and handling artefacts about life in the past • Suggest what things in the past might have been different to today and give simple reasons why 	<ul style="list-style-type: none"> • Identify the difference between fact and opinion • Identify where people in the past have represented events, people and ideas in a way that persuades others • Work out what message is being given about the past in artefacts, documents, 	<ul style="list-style-type: none"> • Realise that there is often not a single answer to a question about history or a single interpretation of the past • Give reasons why there may be different accounts of history • Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects the interpretation of history

Organisation and Communication	<ul style="list-style-type: none">• Sort objects and events into then and now• Draw about the past• Talk about the past• Engage in role play about the past	<ul style="list-style-type: none">• Retell and write stories about the past• Draw labelled diagrams	<ul style="list-style-type: none">• Communicate ideas using different genres for example, drawings, ICT, diagrams, data, drama, story telling• Use subject specific vocabulary with accuracy	<ul style="list-style-type: none">• Plan and present self directed research and/or projects• Present information in an organised and logical way
--------------------------------	--	--	---	---