

History	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding.								
	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. To talk about changes they notice. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Identify similarities and differences between themselves and their peers 	<p>Understand common words and phrases relating to the passing of time.</p> <p>Sort objects and pictures into then and now.</p> <p>Sequence events and recount changes within living memory.</p>	<p>Use common words and phrases relating to the passing of time.</p> <p>Recognise that dates are used to identify when things have happened in the past.</p> <p>Order events by date on a basic timeline.</p> <p>Sequence pictures from each topic in chronological order.</p> <p>Know where the people and events studied fit within a chronological framework.</p>	<p>Use dates and terms related to the period and the passing of time.</p> <p>Understand the meaning of BC and AD.</p> <p>Place the times studied on a timeline.</p> <p>Compare where this fits in to topics previously studied.</p>	<p>Use historic terms related to the period of study and relating to time.</p> <p>Place the topics studied and previous topics on a timeline.</p> <p>Understand that times may overlap.</p>	<p>Use a range of more complex words and phrases relating to time.</p> <p>Understand how historic terms are relevant to the different periods of study.</p> <p>Describe significant features from the time periods in chronological order.</p>	<p>Use a wide range of historical terms appropriately.</p> <p>Place the topic studied and all topics previously studied on a timeline.</p> <p>Explain how some historical periods and events concurred concurrently in different locations.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods studied.</p>
	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Begin to make sense 	<p><u>Understanding the World</u></p>	Historical Enquiry					

<p>of their own life-story and family's history.</p> <ul style="list-style-type: none"> To talk about changes they notice. 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. 	<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Identify some simple similarities and differences between artefacts.</p> <p>Ask and answer relevant basic questions about the past.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Ask and answer questions about the past linked to period of history studied.</p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p>	<p>Compare sources of information available for the study of different times in the past.</p> <p>Address historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Make confident use of a variety of sources for independent research.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
<h2>Historical Interpretation</h2>							
<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. To talk about changes they notice. 	<p><u>Understanding the World</u></p>	<p>Use different ways of finding out about the past. Listening to stories, talking to an adult, reading books, looking at photographs and objects.</p>	<p>Understand there are different sources of historical evidence. artefacts, books, photographs, paintings, eye witness accounts,</p> <p>Relate own account of an event and understand that</p>	<p>Understand that the type of information available depends on the period of time studied.</p> <p>Make comparisons between aspects of periods of history and the present day.</p>	<p>Understand that sources can contradict each other.</p> <p>Explore two versions of the same event and identify differences.</p> <p>Give reasons why there may be different accounts of history.</p>	<p>Evaluate the usefulness and reliability of a variety of sources.</p> <p>Give clear reasons why there may be different accounts of history.</p>	<p>Question historical evidence.</p> <p>Understand that different evidence will lead to different conclusions.</p> <p>Infer meaning from primary and secondary sources</p>

			<p>others may give a different version.</p> <p>Begin to evaluate the usefulness of different sources.</p>				and make valid conclusions.
<h2>Organising and Communicating Information</h2>							
<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. To talk about changes they notice. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> To know their timeline from birth to a child. Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<p>Begin to use vocabulary of everyday historical terms.</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Describe events in chronological order.</p> <p>Use roleplay, information texts and simple diagrams to share knowledge of the past.</p>	<p>Use simple historical language when explaining ideas about the topics studied.</p> <p>Use models, labelled diagrams drama role play and different genres of writing to communicate and present ideas.</p>	<p>Use historical language to communicate learning in an organised and structured way.</p> <p>Use dates to help structure writing.</p> <p>Use models, labelled diagrams drama role play and a range of different genres to communicate ideas about the past.</p>	<p>Know and show a good understanding of historical vocabulary including abstract terms</p> <p>Present, communicate and organise ideas about from the past using discussions and debates and different genres of writing.</p> <p>Provide an account of a historical event based on more than one source.</p> <p>Use dates accurately to demonstrate knowledge and understanding.</p>	<p>Know and show a good understanding of a wider range of historical vocabulary including abstract terms</p> <p>Present, communicate and organise ideas about from the past using detailed discussions and debates and a range of different genres of writing</p> <p>Construct informed responses that involve thoughtful selection and organisation of</p>

								relevant historical information	
			<h2>Understanding Events, People and Changes</h2>						
			<p>Recognise some similarities and differences between the past and the present</p> <p>Recall episodes from stories and significant events in history;</p> <p>Understand that there are reasons why people in the past acted as they did;</p>	<p>Identify similarities and differences between ways of life in different periods;</p> <p>Know and recount episodes from stories and significant events in history;</p> <p>Understand and give reasons why people in the past acted as they did;</p> <p>Describe the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Note key changes over a period of time and identify reasons for those changes.</p> <p>Find out about the everyday lives of people in time studied compared with our life today.</p> <p>Describe how people and events in the past have influenced life today.</p> <p>Identify key features, aspects and events of the time studied.</p> <p>Identify connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Note key changes over a period of time and be able to give reasons for those changes.</p> <p>Compare the everyday lives of people in time studied compared with our life today.</p> <p>Explain how people and events in the past have influenced life today.</p> <p>Describe the key features, aspects and events of the time studied.</p> <p>Describe connections and contrasts</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms when describing the past.</p> <p>Examine the results of events and the impact these had on people.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>Identify and describe connections, contrasts and trends over time in the everyday lives of people;</p> <p>Use a wider range of appropriate historical terms when describing the past.</p> <p>Examine causes and results of great events and the impact these had on people;</p> <p>Describe in more detail, the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</p>	

						between aspects of history, people, events and artefacts studied.		
--	--	--	--	--	--	-------------------------------------------------------------------	--	--