

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> •Talk about significant events in their own experience <p><i>To retell a simple past event in correct order S 30-50m</i></p> <p><i>Uses everyday language related to time SSM 40-60m</i></p> <p><i>Measures short periods of time in simple ways SSM 40-60m</i></p>	<ul style="list-style-type: none"> •Talk about significant events in their own experience <p><i>Use past, present and future forms accurately when talking about events that have happened S ELG</i></p>	<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 	<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 	<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 	<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 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past 	<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
Range and depth of historical knowledge	<ul style="list-style-type: none"> •Talk about significant events in their own experience •Talk about past and present events in their own life •Talk about a past event in the correct order <p><i>Am I developing an understanding of growth, decay and changes over time</i></p> <p><i>The world 30-50m</i></p>	<ul style="list-style-type: none"> •Talk about significant events in their own experience •Talk about past and present events in their own life •Talk about a past event in the correct order <p><i>Make observations of animals and plants and explain why some things occur, and talk about changes</i></p> <p><i>The World ELG</i></p>	<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 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times 	<ul style="list-style-type: none"> • Find out about everyday 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 life 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
Interpretations of history	<p>Ask questions about why things happen and give explanations</p> <p><i>Beginning to understand how and why questions CL 30-50</i></p> <p><i>Develop an understanding of growth, decay and changes over time</i></p> <p><i>The world 30-50m</i></p>	<ul style="list-style-type: none"> •Ask questions about why things happen and give explanations <p><i>Know about similarities and differences in relation to places, objects, materials and living things. Make observations of animals and plants and explain why some things occur, and talk about changes</i></p> <p><i>The World ELG</i></p>	<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? 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc. 	<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 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • 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

History



<p>Historical enquiry</p>	<p>comment and ask questions about aspects of their familiar world such as the place where they live or the natural world <i>Talk about why things happen and how things work The World 30-50m</i></p>	<p>• I can ask questions about why things happen and give explanations <i>Look closely at similarities, differences, patterns and change The World 40-60m</i> <i>Make observations of animals and plants and explain why some things occur, and talk about changes The World ELG</i></p>	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	<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. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<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 	<ul style="list-style-type: none"> Recognise primary and secondary sources 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
<p>Organisation and communication</p>	<p>*To build up vocabulary that reflects the breadth of their experience *To use past, present and future forms accurately when talking about events that have happened <i>To retell a simple past event in correct order S 30-50m</i> <i>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences S 30-50m</i></p>	<p>*To build up vocabulary that reflects the breadth of their experience *To use past, present and future forms accurately when talking about events that have happened <i>Use past, present and future forms accurately when talking about events that have happened S ELG</i></p>	<ul style="list-style-type: none"> Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 			<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms.