



c	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Chronological understanding	<ul style="list-style-type: none"> - Sequence events in their life - Confidently 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 - Courageously describe memories of key events in lives 	<ul style="list-style-type: none"> - Place the time studied on a time line - Confidently use dates and terms related to the study unit and passing of time - Confidently sequence several events or artefacts 	<ul style="list-style-type: none"> - Confidently place events from period studied on time line - Use terms related to the period and begin to date events - Aspire to understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> - Know and sequence key events of time studied - Confidently use relevant terms and period labels - Persevere in making comparisons between different times in the past 	<ul style="list-style-type: none"> - Confidently 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"> - Recognise the difference between past and present in their own and others' lives - Be curious 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 - Confidently identify differences between ways of life at different times 	<ul style="list-style-type: none"> - Curiously find out about every day lives of people in time studied - Compare with our life today - Confidently 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 - Reflect on key features and events of time studied - Curiously look for links and effects in time studied - Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> - Curiously 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 - Confidently compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> - Curiously and respectfully 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





<p>Interpretations of history</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?) 	<p>Confidently compare two versions of a past event</p> <ul style="list-style-type: none"> - Compare pictures or photographs of people or events in the past <p>Discuss reliability of photos/accounts/stories</p>	<ul style="list-style-type: none"> - Confidently identify and give reasons for different ways in which the past is represented - Distinguish between different sources, compare different versions of the same story - Curiously 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"> - Curiously compare accounts of events from different sources (fact or fiction) - Respectfully offer some reason 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
<p>Historical enquiry</p>	<ul style="list-style-type: none"> - Curiously find answers to simple questions about the past from sources of information eg. artefacts 	<ul style="list-style-type: none"> - Confidently 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 - Courageously 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 - Confidently 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"> - Confidently recognise primary and secondary sources - Use a range of sources to find out about an aspect of time past - Curiously suggest omissions and the means of finding out - Bring knowledge gathered from several sources together in a fluent account





Organisation and communication	<ul style="list-style-type: none">- Communicate their knowledge through:<ul style="list-style-type: none">DiscussionDrawing picturesDrama/role playMaking modelsWritingUsing 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 structures work, making appropriate use of dates and terms.
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