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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Chronological Knowledge and Understanding | To sequence 2 photographs or events. Use phrases such as now, then, today, yesterday, tomorrow, concept of time, days of the week, months of the year, personal history, significant events in their own lives, change-babies-growing up. | To sequence 3 photographs or events. Use phrases such as now, then, today, yesterday, tomorrow.  Past and present, concept of time, days of the week, months of the year, personal history, significant events in their own lives, change-babies-growing up. E.g. timeline of great historians and cross curric link with RE ‘changes’ focus on growing up.  **Becomes familiar with vocabulary such as:** History – what is it? Chronology – past and present, compare – similarities and differences, continuity and change, inventors and use of sources, inventions.  Do they know that some objects belong to the past? E.g. Forms of communication during the war (pigeon, cipher code, morse code, candlestick telephones)  Can they use the words before and after correctly? | Recount changes in own life over time.  Puts 3 or more people, events or objects in order using a given scale beyond 100 years.  **Becomes familiar with vocabulary such as:** recently, before, after, now, later, past and present, explorers, significant people, leaders, monarchy, empire, land, competition and power, going into the unknown, human achievement, breaking barriers.  Uses past and present when telling others about an event.  Recounts main events from a significant time in history. | Can they describe events and periods using the words: BC, AD and decade?  Can they describe events from the past using dates when things happened?  Can they use a timeline within a specific time in history to set out the order things may have happened?  Can they use their mathematical knowledge to work out how long ago events would have happened?  Can they set out on a timeline, within a given period, what special events took place?  **Becomes familiar with vocabulary such as**: pre-history and history, fact and supposition, change and continuity, land and settlement, century and decade. | Can they plot recent history on a timeline using centuries?  Can they place periods of history on a timeline showing periods of time?  Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?  **Becomes familiar with vocabulary such as:** invasion, occupation, land, empire, leaders and rulers, emperors and governors.  eg. Romans, Anglo Saxons and Vikings | Can they use dates and historical language in their work?  E.g. Can they draw a timeline with different time periods outlined which show different information, such as a timeline of the events of the story of the Trojan Horse, etc.?  Chronology beyond 1066: Victorians  Becomes familiar with vocabulary such as: ancient, influence of religion, sacrifice, wealth and economy, collapse of ancient civilisations, land and settlement, explorers E.g. when considering the British Empire and how large it was. | Can they say where a period of history fits on a timeline?  Can they place a specific event on a timeline by decade?  Can they place features of historical events and people from past societies and periods in a chronological framework?  **Becomes familiar with vocabulary such as:**  Invasion, empire, sacrifice, conflict, patriotism, occupation, evacuation, victory and defeat. |
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| Interpretation – using evidence and sources of information | Can they explain a significant personal event?  How have I changed since I was a baby?  Family photographs.  What are our favourite celebrations each year?  Internet, stories | Can they begin to identify the main differences between old and new objects? E.g. comparing phones as form of communication now and in war time, old/new toys.  Can they identify objects from the past, such as spinning tops?  Can they explain why certain objects were different in the past, e.g. comparing toys now and in the 60’s, why no electronic toys? Can they tell us about an important historical event that happened in the past? E.g. Great Fire of London, WW2 messenger pigeons, inventions Marie Curie.  Can they explain differences between past and present in their life and that of other children from a different time in history? E.g. Looking at the life and actions of Malala Yousafzai, communication methods during WW2 and toys from the 60’s. Bank of objects, internet research, library | Can they use different sources of information to talk about the past? Can they draw upon different historical artefacts such as books, pictures, photos, eye-witness accounts (e.g for one of Amelia Earhart’s flights), visits and internet to talk about a significant historical event? | Do they appreciate that the early Britons would not have communicated as we do or have eaten as we do?  Can they begin to picture what life would have been like for the early settlers? E.g Hunter-gatherers.  Do they realise that  invaders in the past would have fought fiercely, using hand to hand combat? E.g. During the Iron Age  Can they suggest why certain events happened as they did in history? E.g The discovery of metal influenced how people lived  Can they suggest why people acted as they did in history? | Can they explain how events from the past have helped shape our lives? Eg Roman legacy  Do they appreciate that wars have happened from a very long time ago and are often associated with invasion,  conquering or religious differences?  Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?  Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? eg Anglo Saxons  **Can they recognise that people’s way of life in the past was dictated by the work they did?**  Give reasons why there may be different accounts of history. | Can they describe historical events from the different period/s they are studying/have studied?  Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?  Do they appreciate that significant events in history have helped shape the country we have today? E.g. when considering the British Empire.  Look at different versions of the same event and identify differences in the accounts. | Can they summarise the main events from a specific period in history, explaining the order in which key events happened?  Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?  Can they describe features of historical events and people from past societies and periods they have studied? E.g. The Shang Dynasty.  Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? E.g. The city of York and how it is altered throughout history.  Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. E.g. WWII propaganda. |
| Historical Enquiry | Begin to ask questions about the past. Retell past events eg. Stories, personal events. | Find answers to simple questions about the past from sources of information. E.g. Why was Charles sent to prison? Can they give a plausible explanation about what an object was used for in the past. Can they answer questions using a range of objects and photographs? E.g. why didn’t children play with play stations in 1960? | Can they recount the life of someone famous who lived in the past?  Can they recount some interesting facts from a historical event such as ‘How was Pompeii destroyed?’  Can they appreciate that some famous people helped our lives for the better?  Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?  **Can they explain why their locality has been shaped by the past? (Formby links to Vikings, The Lost resort – Victorians)** | Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? E.g The discovery of New Stone Age settlement at Skara Brae  Can they suggest sources of evidence to answer questions? E.g. Ancient Egyptian tombs.  Can they use various sources to piece together information about a period in history?  Can they research a specific time from the past? Can they, through research, identify similarities and differences between given periods in history?  E.g. what period would they prefer to live – Stone, Bronze or Iron Age? | Can they research two versions of an event and say how they differ?  **Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?**  Can they understand the difference between primary and secondary sources of evidence? | Can they test out a hypothesis in order to answer a question?  Do they appreciate how historical artefacts have helped us understand more about lives in the present and past? E.g. when investigating artefacts that may show whether the Trojan Horse story is a myth or real.  Realises that there is often not a single answer to historical questions.  Present structured and organised findings about the past. | Why did the Vikings come to Britain and how did they make their journey?  What can you tell us about Viking raids and invasions?  Which region of Britain would you have come under during the Heptarchy?  How did the Vikings live when they came to Britain?  What was Danegeld?  How did we know that there was a Greek civilisation?  What links are there between the Ancient Greek Olympics and our modern Olympics?  What links are there between the Ancient Greeks and our mathematics system?  Can they say why winning the Battle of Britain in 1940 so important?  Can they explain what King George VI meant when he said, ‘The history of York is the history of England’?  Can they explain how a pile of ‘dragon bones’ help to solve an Ancient Chinese mystery? |
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