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| **History** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Chronological Understanding** | - Place known events and objects in chronological order  - Sequence events and recount changes within living memory  - Use common words and phrases relating to the passing of time | - Show an awareness of the past, using common words and phrases relating to the passing of time  - Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods | - Use an increasing range of common words and phrases relating to the passing of time  - Describe memories of key events in his/her life using historical vocabulary | - Place some historical periods in a chronological framework  - Use historic terms related to the period of study | - Use dates to order and place events on a timeline |  |
| **Historical Enquiry** | - Find answers to some simple questions about the past from simple sources of information  - Describe some simple similarities and differences between artefacts  - Sort artefacts from 'then' and 'now'  - Ask and answer relevant basic questions about the past | - Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events  - Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented |  | - Use sources of information in ways that go beyond simple observations to answer questions about the past  - Use a variety of resources to find out about aspects of life in the past | - Compare sources of information available for the study of different times in the past | - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance  - Construct informed responses that involve thoughtful selection and organisation of relevant historical information  - Understand how our knowledge of the past is constructed from a range of sources  - Make confident use of a variety of sources for independent research |
| **Historical Interpretations** | - Relate his/her own account of an event and understand that others may give a different version | - Describe changes within living memory and aspects of change in national life  - Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries  - Describe significant historical events, people and places in his/her own locality |  | - Understand that sources can contradict each other | - Make comparisons between aspects of periods of history and the present day  - Understand that the type of information available depends on the period of time studied  - Evaluate the usefulness of a variety of sources |  |
| **Organisation and Communication** | - Talk, draw or write about aspects of the past | - Use a wide vocabulary of everyday historical terms  - Speak about how he/she has found out about the past  - Record what he/she has learned by drawing and writing |  | - Communicate his/her learning in an organised and structured way, using appropriate terminology | - Present findings and communicate knowledge and understanding in different ways  - Provide an account of a historical event based on more than one source |  |
| **Understanding Events, People and Changes** | - Understand key features of events  - Identify some similarities and differences between ways of life in different periods | - Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell | - Describe the Roman Empire and its impact on Britain | - Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | - Give some reasons for some important historical events  - Describe Britain's settlement by Anglo-Saxons and Scots  - Describe changes in Britain from the Stone Age to the Iron Age | - Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies  - Note connections, contrasts and trends over time and show developing appropriate use of historical terms |