

	Historical Knowledge	Chronology	Interpretation of History	Historical Enquiry
EYFS	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can talk about my own immediate family.</p> <p>I am gaining an understanding about the passing of time (e.g. within the school day)</p> <p>I can fit (2) events into a chronological framework (then and now).</p> <p>I am beginning to understand and use past tense plurals correctly and vocabulary that relates to the passing of time e.g., yesterday</p>	<p>I can make sense of my own life story and family's history through photographs, stories and role play.</p>	<p>I can ask questions about my own immediate community and environment to extend my knowledge.</p> <p>To begin to understand 'how' and 'why' questions.</p> <p>I can use artefacts in my play and I am beginning to understand that some are old and some are new e.g., cameras.</p>
Year One	<p>Begin to describe similarities and differences in artefacts</p> <p>I can question why people did things in the past</p> <p>Use a range of sources to find out characteristic features of the past</p>	<p>I can sequence up to five events or objects in chronological order</p>	<p>I can begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)</p>	<p>I can sort artefacts 'then' and 'now'</p> <p>I can use as wide a range of sources as possible</p> <p>I can answer questions related to different sources...</p>

Year Two	<p>I can find out about people and events in other times</p> <p>I can confidently describe similarities and differences of collections of artefacts</p> <p>Drama – develop empathy and understanding (hot seating, speaking and listening)</p>	<p>I can sequence artefacts and events closer together in time.</p> <p>I can sequence photos etc; from different periods of their life</p> <p>I can describe memories of key events in their lives</p>	<p>I can compare pictures or photographs of people or events in the past</p> <p>Children are able to identify different ways to represent the past</p>	<p>I can use a source – I can ask why, what, who, how and where questions and find answers to them</p> <p>I can sequence a collection of artefacts</p> <p>I can use timelines I can discuss the effectiveness of a source</p>
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Year Three	<p>I can find out about everyday lives of people in time</p> <p>I can compare with our life today</p> <p>I can identify reasons for and results of peoples actions</p> <p>I can show an understanding of why people may have had to do something</p> <p>I can study change through the lives of significant individuals (e.g. Queen Elizabeth I and II)</p>	<p>I can place the time studied onto a timeline</p> <p>I can sequence events or artefacts</p> <p>I can use dates related to the passing of time</p>	<p>I can identify and give reasons for different ways in which the past is represented</p> <p>I can distinguish between different sources and evaluate their usefulness</p> <p>I can look at representations of the period e.g. museums, cartoons etc</p>	<p>I can use a range of sources to find out about a time period</p> <p>I can observe small details – artefacts/pictures</p> <p>I can select and record information relevant to the study</p> <p>I can begin to use the books and e-learning for research</p> <p>I can ask and answer questions</p>
Year Four	<p>I can use evidence to reconstruct life in time studied</p> <p>I can identify key features and events</p> <p>I can look for the links and effects in time studied</p> <p>I can offer reasonable explanation for some events</p> <p>I can develop a broad understanding of ancient civilisations</p>	<p>I can place events studied from the places studied onto a time line</p> <p>I can use terms related to the time period and begin to date events</p> <p>I can understand more complex terms e.g BCE/AD</p>	<p>I can look at the evidence available</p> <p>I can begin to evaluate the usefulness of different sources</p> <p>I can use text books and my own historical knowledge</p>	<p>I can use evidence to build up a picture of a past event</p> <p>I can choose relevant material to present a picture of one aspect of life in time past</p> <p>I can ask a variety of questions</p> <p>I can use the books and e- learning for research</p>

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Year Five	<p>I can study different aspects of life of different people – differences between men and women</p> <p>I can examine causes and results of great events and the impact on people</p> <p>I can compare life in early and late times studied</p> <p>I can compare an aspect of life with the same aspect in another period</p>	<p>I can place current studies on a timeline in relation to other studies.</p> <p>I know and sequence key events of time studied.</p> <p>I can use relevant terms and periods labels.</p> <p>I can relate current studies to previous studies.</p> <p>I can make comparisons between different times in history</p>	<p>I can compare accounts from events from different sources</p> <p>I can offer some reasons for different versions of events</p>	<p>I can begin to identify primary and secondary sources</p> <p>I can use evidence to build up a picture of life in time studied</p> <p>I can select relevant sections of information</p> <p>I am confident in the use of book and e-learning for research</p>
Year Six	<p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>I can compare beliefs and behaviour with another period</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>I know key dates, characters and events of a time studied</p> <p>I can compare and contrast ancient civilisations</p>	<p>I can place a current study on timeline in relation to other studies</p> <p>I can use relevant dates and terms</p> <p>I can sequence up to ten studies and events on a time line.</p>	<p>I can link sources and work out how conclusions were arrived at</p> <p>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>I am aware that different evidence will lead to different conclusions</p> <p>I am confident in the use of books and e-learning for research</p>	<p>I can recognise primary and secondary sources</p> <p>I can use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>I can bring knowledge gathering from several sources together in a fluent account</p>

