

Skill	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge and understanding	Three to Four: Begin to make sense of their own life-story and family's history.	Develop an awareness of the past Use common words & phrases relating to the passing of time (before, after, since) Develop a basic awareness of concept of past & present Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods		Continue to develop chronologically secure knowledge of history Note connections, contrasts & trends over time (e.g. worship, difference between crime & punishment, concept of monarchy & power attached) Place the time studied on a timeline, compare where this fits in to topics previously studied. Begin to develop a chronologically secure knowledge & understanding of British, local & world history. Establishing clear narratives within & across the periods studied.		Identify significant events, make connections, draw contrasts & analyse trends within periods & over long arcs of time (e.g. worship, difference between crime & punishment, concept of monarchy & power attached) Place the time studied on a timeline, compare where this fits into topics previously studied to provide a greater historical perspective. Use relevant dates & terms to describe historical events - empire, civilisation, parliament & peasantry, continuity & change, cause & consequence, similarity, difference & significance. Develop a chronologically secure knowledge & understanding of British, local, world history Establishing clear narratives within & across the periods studied. (e.g. recognising similarities & differences, influence & significance between periods of history) Understand how some events/periods occurred concurrently in different locations	
		Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Place events on a simple timeline in chronological order.	Sequence artefacts closer together in time. Sequence photographs from different periods of their life. Place events on a simple timeline, adding times previously studied.	Use dates & terms related to the topic & passing of time. Sequence several events or artefacts.	Use terms related to the period & begin to date events. Understand more complex historical terms e.g. BC/AD/CENTURY	Make comparisons between different times in the past.	Know key dates, characters & events of time studied.

Historical interpretation							
	<p>Reception Comment on images of familiar situations in the past</p>	<p>Identify different ways in which the past is represented (through toys, pictures, diaries, books)</p> <p>Use stories to encourage children to distinguish between fact & fiction & to help them remember key historical facts.</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p>		<p>Understand that different versions of the past may exist, giving some reasons for this (historians write history, use different evidence & come to different conclusions)</p> <p>Note connections in historical periods studied.</p>		<p>Find & analyse a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Show an awareness of the concept of propaganda; Know that people in the past represent events or ideas in a way that may be to persuade others; Begin to evaluate the usefulness of different sources.</p>	
		<p>Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</p> <p>Compare adults talking about their past – How reliable are their memories?</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures, artefacts or photographs of people or events to find out about the past.</p> <p>Identify ways that the past is represented & discuss reliability of evidence e.g. photos, paintings, accounts, stories.</p>	<p>Identify & give reasons for the different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Note connections & cause & effect in historical periods studied.</p> <p>Look at more than two versions of the same event or story in history & identify differences</p>	<p>Look at & evaluate the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books & own growing historical knowledge to gain a better perspective.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Compare different accounts of events from different sources – fact or fiction.</p>	<p>Link sources & work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction & opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library & internet for research.</p>

Historical Enquiry		Ask & answer simple historical questions related to different sources & objects. Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding of continuity & change, cause & consequence, similarities & difference, significance	Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting & organising relevant historical information Use the library & the Internet for own personal research.	Answer & devise own historically valid questions about change, cause, similarity & difference & significance. Pursue historically valid enquiries Understand how different types of sources are used rigorously to make historical claims Create relevant, structured & evidentially supported accounts		
		Find answers to simple questions about the past from sources of information e.g. artefacts. Sort artefacts “then” & “now” Use as wide a range of sources as possible	Handle sources & evidence to ask & answer questions about the past on the basis of simple observations Use a source to ask questions & find answers – why, what, who, how, where Discuss the effectiveness of sources	Use a range of sources to find out about a period. Observe small details within artefacts & pictures. Select & record information relevant to the study.	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 & answer a variety of questions.	Begin to identify primary & secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library & internet for research with increasing confidence.
Historical Terms		Use a wide vocabulary of everyday historical terms Use historical vocabulary to retell simple stories about the past; Use simple terms to talk about the passing of time.	Develop the appropriate use of historical terms Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY	Use historical terms & concepts in increasingly sophisticated ways Know & show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;		
		artefact, old, new, before, after, long time ago, first, next, compare, similarity, difference, change, primary source, secondary source, investigate, sources, artefacts	Reliable evidence, unreliable evidence, empire, parliament, monarchy, primary & secondary sources, change & continuity, cause & consequence, similarities, difference & significance	Civilisation, democracy, government, kingdom, dynasty, colonisation, reign, propaganda, empire, parliament, monarchy, primary & secondary sources, change & continuity, cause & consequence, similarities, difference & significance		

		<p>KEY DISCIPLINARY RECURRING VOCABULARY: Evidence, chronology, investigate, interpret, era, connections, contrast, similarity, difference, interrogate, continuity, change, significance, cause, consequence, enquire, question, reliability, validity, influence, artefact, common, explore, trend, analyse, source, time period, compare, roles</p> <p>SUBJECT RECURRING VOCABULARY (KS1 essential in bold) Alliance, archaeologist, agriculture, stronghold, border, belief, period, church, city, civilisation, community, conquest, civilian, colony, court, coalition, citizen, culture, conflict, dictator, defeat, democracy, diplomacy, expedition, emperor, election, exploration, empire, exile, eye-witness, farming, famine, frontier, flee, government, hostility, invasion, king, liberation, legacy, monarch, military, neutral, navigation, monarchy, migration, occupation, oppression, opposition, persecution, poverty, parliament, ruler, leader, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny, triumph, trade, transport, tribe, taxation, warrior</p>				
Technical vocabulary	Today, yesterday, tomorrow, day, week, month, long ago, old, new, parent, grandparent, memory, calendar, who?, what?, remember					
Presenting, organising and communication		<p>Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; Talk, write & draw about things from the past; Communicate their knowledge about the past through discussion, drawing, drama & role play, making models, writing & using ICT.</p>	<p>Use & understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; Present, communicate & organise ideas about the past using models, drama role play & different genres of writing including letters, recounts, poems, adverts, diaries, posters & guides; Start to present ideas based on their own research about a studied period.</p>	<p>Present, communicate & organise ideas about the past using detailed discussions & debates & different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports, making models; Plan & present a self-directed project or research about the studied period. Recall, select & organise historical information. Construct informed responses that involve thoughtful selection & organisation of relevant historical information.</p>		
			<p>Begin to construct own responses that involve thoughtful selection & organisation of relevant historical information. Use historically accurate terms to talk about the passing of time. Communicate knowledge & understanding in a variety of ways – discussions, pictures,</p>	<p>Construct own responses beginning to select & organise relevant historical information. Select data & organise it into a data file to answer historical questions Display findings in a variety of ways</p>	<p>Fit events into a display sorted by theme & time Use appropriate terms, matching dates to people & events Record & communicate knowledge in different forms</p>	<p>Select & organise information to produce structured work, making appropriate use of dates & terms.</p>

				writing, annotations, drama, mode			
Impact (What does a geographer at Dean Bank look like?)	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	A Reception historian can talk about the similarities and differences in the past and present. Make observations about how they have changed and show awareness of what they could do when younger compared to now.	A Year 1 historian child should be able to understand that the world changed through time and compare their life now to the lives of people in the past. They should recognise why things have changed.	A Year 2 historian can understand that past events can be placed in order on a timeline. They understand that life was very different in the past to how it is now. They use sources of information about to help them understand how it was different.	A Year 3 historian can understand the concept of before and after Christ and can place events that happen BC on a timeline. They can use artefacts to help them discover facts about the past and compare their lives with different eras.	A Year 4 historian has a solid understanding of chronology in different times. They understand how this nation has been influenced by others from the past. They can explain how people lived during certain times in the past and why things have changed.	A Year 5 historian has a solid understanding of chronology of different times. They understand how people lived during different periods of history and can compare it to their own. They can describe the impact that events in history have had on life today.	A Year 6 historian can confidently place events in chronological order and can describe the impact that events in history have had on life today.