

HISTORY EYFS and Key Stage 1

	CHRONOLOGICAL KNOWLEDGE	EVIDENTIAL ENQUIRY	INTERPRETATION OF HISTORY
RECEPTION	<ul style="list-style-type: none"> • Talk about past and present events in my own life and lives of family members. • Sequence photographs in time order. • Use simple words to talk about the passing of time such as yesterday, last week, at the weekend, this morning and last night. 	<ul style="list-style-type: none"> • Answer 'how' and 'why' questions about their experiences and in response to events. • Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why? 	<ul style="list-style-type: none"> • To look closely at similarities and differences, patterns and change between life in the past and now. • Talk about some of the things they have observed, question why things happen and give explanations. • Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain?
YEAR 1	<ul style="list-style-type: none"> • Identifies similarities and differences between periods. • Remembers parts of stories and memories about the past. • Uses words to show the passing of time: old, new, oldest, newest, before, after, past, present. 	<ul style="list-style-type: none"> • Responds to simple questions about the past. • Observes and handles evidence to ask simple questions about the past. 	<ul style="list-style-type: none"> • Begins to identify and recount historic details from the past from sources e.g. pictures/stories
YEAR 2	<ul style="list-style-type: none"> • Sequences people and events on a family tree and on a timeline. • Orders dates from earliest to latest on simple timelines. • Sequences pictures from different periods. • Describes memories and changes that have happened in their own lives. • Uses words and phrases to show the passing of time such as: old, new, oldest, newest, before, after, past, present, earliest, latest, future, century. (Words added in addition to the Year 1 list) 	<ul style="list-style-type: none"> • Looks carefully at pictures and objects to find information. • Finds answers and responds to simple questions about the past. • Chooses and selects evidence and says how it can be used to find out about the past 	<ul style="list-style-type: none"> • Recounts historic details from eye-witness accounts, photos and artefacts

HISTORY Lower Key Stage 2

	CHRONOLOGICAL KNOWLEDGE	HISTORICAL ENQUIRY	INTERPRETATION OF HISTORY
YEAR 3	<ul style="list-style-type: none"> Sequences events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time; Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<ul style="list-style-type: none"> Uses a variety of sources to collect information about the past. Suggests sources of evidence from a selection to help answer questions and says how it can be used to find out about the past 	<ul style="list-style-type: none"> Starts to compare two versions of a past event; Observes and uses pictures, photographs and artefacts to find out about the past; Starts to use stories or accounts to distinguish between fact and fiction; Explains that there are different types of evidence and sources that can be used to help represent the past.
YEAR 4	<ul style="list-style-type: none"> Sequences several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart and knows how to use the timeline in relation to the unit being studied. Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Uses words and phrases: century, decade. 	<ul style="list-style-type: none"> Knows the difference between primary and secondary sources of evidence. Uses a range of sources to collect information about the past. Constructs informed responses about one aspect of life 	<ul style="list-style-type: none"> Looks at more than two versions of the same event or story in history and identifies differences; Investigates different accounts of historical events and is able to explain some of the reasons why the accounts may be different.

HISTORY Upper Key Stage 2

	CHRONOLOGICAL KNOWLEDGE	HISTORICAL ENQUIRY	INTERPRETATION OF HISTORY
YEAR 5	<ul style="list-style-type: none"> Orders an increasing number of significant events, movements and dates on a timeline using dates accurately; Accurately uses dates and terms to describe historical events; Knows and can describe in some detail the main changes to an aspect in a period of history being studied; Knows how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. 	<ul style="list-style-type: none"> Recognises when they are using primary and secondary sources of information to investigate the past; Uses a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; 	<ul style="list-style-type: none"> Finds and analyses a wide range of evidence about the past; Uses a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Considers different ways of checking the accuracy of interpretations of the past; Realises that there is often not a single answer to historical questions.
YEAR 6	<ul style="list-style-type: none"> Orders an increasing number of significant events, movements and dates on a timeline using dates accurately; Uses timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline. 	<ul style="list-style-type: none"> Selects relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigates their own lines of enquiry by posing historically valid questions to answer. 	<ul style="list-style-type: none"> Finds and analyses a wide range of evidence about the past; Uses a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Considers different ways of checking the accuracy of interpretations of the past; Starts to know the difference between primary and secondary evidence and the impact of this on reliability; Shows an awareness of the concept of propaganda; Knows that people in the past represent events or ideas in a way that may be to persuade others; Begins to evaluate the usefulness of different sources. Forms own opinions about historical events from a range of sources.