

	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p><b>To be able to talk about some changes within living memory .</b></p> <p><i>Changes in personal life.</i></p> <p><i>Sequence objects identifying old and new.</i></p> <p>☐ <i>Recognise passing of time e.g. lunchtime/ home time yesterday/today. a long time ago.</i></p> <p>☐ <i>Know the difference between the past and present.</i></p> <p><i>To understand that some things happened before they were born and some things happened a long time before they were born. i.e Florence Nightingale, Dinosaurs</i></p>	<p><b>To start to be able to put some key historical events in chronological order i.e Florence Nightingale, WW2, The Roman Empire</b></p> <p>☐ <i>Sequence main points of a significant event or a famous person's life.</i></p>	<p><b>To develop chronological knowledge and understanding;</b></p> <p><i>To start to be able to plot three or four key events from Local, British, and World history on a time line.</i></p> <p><i>Show an awareness of people, objects and places and events in the world past and present.</i></p> <p><i>Understand that the past can be divided into different periods of time</i></p>	<p><b>To develop chronological knowledge and understanding;</b></p> <p><i>To be able to plot three or four key events from Local, British, and World history on a time line.</i></p> <p><i>Be able to describe changes over time.</i></p> <p>☐</p>	<p><b>To develop chronological knowledge and understanding;</b></p> <p><i>To be able to plot ix or seven key events from Local, British, and World history on a time line.</i></p> <p><i>Be able to describe features of past societies and periods in the context of their developing chronological framework.</i></p>	<p><b>To develop chronological knowledge and understanding;</b></p> <p><i>To be able to plot a range nine or ten key events from Local, British, and World history on a time line.</i></p> <p>☐ <i>Be able to make links between features within and across different periods.</i></p> <p><i>Identify changes over time and make connections between local, national and international history as well as social, economic, military, political, religious and cultural histories</i></p>

<p><b>Events, Individuals and local history</b></p>	<p><b>Significant events beyond living memory</b> <i>i.e Great Fire Of London.</i></p> <p><b>Start to talk about how things were different in years gone by</b></p> <p>☒ <b>To talk about similarities and differences between ways of life in different periods.</b></p> <p><b>To know about the lives of significant individuals.</b></p> <p><b>To be aware of significant historical events, people and places in their own locality</b></p>	<p><b>To develop an understanding of different events from history.</b></p> <p><b>To start to talk about how life was different in these periods</b></p> <p>☒ <b>To compare and contrast ways of life at different times.</b></p> <p><b>To start to understand the effects of lives of significant individuals.</b></p> <p><b>To be able to talk about significant historical events, people and places in their own locality</b></p>	<p><b>Develop understanding of British, local and world history</b></p> <p><i>To be able to talk about different events from history.</i></p> <p><i>To start to explain how life was different in these periods and why.</i></p> <p>☒ <i>To start to identify differences</i></p>	<p><b>Develop understanding of British, local and world history</b></p> <p><i>Have some factual knowledge and understanding of aspects of the history of Britain and the wider world.</i></p> <p><i>To be able to explain how life was different in these periods and why</i></p> <p><i>Observe, describe and compare objects, places, people and events and offer explanations for this.</i></p>	<p><b>Develop understanding of British, local and world history</b></p> <p><i>To understand and explain how and why life was different in a wider range of historical periods, with an explanation of cause of the way of life.</i></p> <p><i>Observe, describe and compare showing an increasing depth of factual knowledge and understanding of the influence of Britain and the wider world</i></p> <p>☒ <i>To understand cause and consequence in historical events.</i></p>	<p><b>Develop understanding of British, local and world history</b></p> <p><i>To show a good understanding of how life was different; why it was different, how it was the same and the significance of these periods of history in terms of human development.</i></p> <p><i>Recognise the links and relationships between people, places, objects and events and how they can be dependent on each other.</i></p> <p><i>Begin to recognise continuity and changes and give reasons for these</i></p>
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<p>Historical Sources</p>	<p><b>To begin to understand how we learn about the past.</b></p> <p><b>Use parts of stories to understand the features of a key event.</b></p>	<p><b>To begin to be able to talk about how we learn about the past</b></p> <p><i>☒ Understand that things are represented in different ways (sources) e.g. pictures, models, artefacts</i></p> <p><i>With support use sources to find the answers to questions.</i></p>	<p><b>Understand how our knowledge of the past is constructed from a range of sources.</b></p> <p><i>Start to understand there are a range of sources that can be used for historical understanding</i></p> <p><i>☒ Begin to talk about which historical sources are most useful to give us information.</i></p> <p><i>☒ Find information independently and use sources of information to answer questions.☒</i></p>	<p><b>Understand how our knowledge of the past is constructed from a range of sources.</b></p> <p><i>Talk about the range of sources that can be used for historical understanding.</i></p> <p><i>Begin to select and combine different information from different sources</i></p> <p><i>Show some understanding that events and results can be interpreted in different ways.</i></p> <p><i>Consider what sources of information can be used to answer questions and select information from sources provided</i></p>	<p><b>Understand how our knowledge of the past is constructed from a range of sources.</b></p> <p><i>Start to understand and question the varying validity and reliability of sources</i></p> <p><i>☒ ☒ Demonstrate understanding that events, changes, people and results and be represented and interpreted in different ways and suggest reasons for this.</i></p> <p><i>☒ To think critically about evidence and its usefulness.</i></p> <p><i>☒ Draw conclusions consistent with the evidence.</i></p>	<p><b>Understand how our knowledge of the past is constructed from a range of sources.</b></p> <p><i>Discuss and question validity and reliability of sources</i></p> <p><i>To develop own lines of enquiry.</i></p> <p><i>Select from a range of information sources and sources of evidence in order to answer a question.</i></p> <p><i>Evaluate sources of information and identify the most useful ones, developing perspective and judgement</i></p> <p><i>Think critically, sifting arguments and weighing evidence of people, events, places and objects when developing and communicating ideas about Britain and the wider world past and present.</i></p>
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Questions	<p><b>Ask and answer questions.</b></p> <p><i>Ask questions of the teacher</i></p> <p><i>Talk with the teacher about how to find the answers to questions.</i></p>	<p><b>Ask and answer questions.</b></p> <p><i>Ask questions to discuss as a class</i></p> <p><i>Ask and respond to questions about the world and ask about why things happen.</i></p> <p><i>With support decide how to find the answers to questions.</i></p>	<p><b>Devise historically valid questions</b></p> <p><i>Ask questions that will help develop historical understanding.</i></p>	<p><b>Devise historically valid questions</b></p> <p><i>Ask questions about what we know and don't know and think about why we do or don't know these answers?</i></p> <p><i>Ask perceptive questions about the past</i></p>	<p><b>Devise historically valid questions</b></p> <p><i>Ask questions about why, when and how people lived or behaved as they did?</i></p> <p>☒ <i>To ask perceptive questions about the past and follow own lines of enquiry to investigate possible answers.</i></p>	<p><b>Devise historically valid questions</b></p> <p><i>Ask questions about why, when and how people lived or behaved as they did and what we can learn from a variety of sources to answer these questions.</i></p>
Vocab to include	before', 'after', 'past', 'present', 'then' and 'now'	Monarchy, war and peace, nation artefacts, sources, compare, contrast	BC, AD, ancient, source, evidence, fossil, artefact	civilisation, empire, military, settlement, invaders, settlers, chronological, century, decade	peasantry, social, economic, philosophy,	primary/secondary sources,