

Skill s	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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**Chronology: Apply chronological understanding by...**

<ul style="list-style-type: none"> <li>Beginning to make sense of their own life-story by simple oral sequencing using key vocab of past and present.</li> <li>Beginning to make sense of immediate family's history using oral sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>Children begin to organise events using basic chronology, recognising that things happened before they were born.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing events in own life</li> <li>Sequencing 3 or 4 artefacts from different periods of time e.g. toys</li> <li>Matching objects to people of different ages e.g. toys</li> <li>Describing memories of key events in life</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing artefacts closer together in time e.g. technology in the last 100 years</li> <li>Sequencing photographs from different periods of their life</li> <li>Describing key events and when they happened in time e.g. the Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>Placing the Stone Age-Iron Age and the Roman Empire on a time line</li> <li>Using dates and terms related to the study unit and passing of time</li> <li>Sequencing several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Placing events from Ancient Greece, Britain's settlement by the Anglo-Saxons and Scots and social history of education on a timeline</li> <li>Using terms related to the period and beginning to date events</li> <li>Understanding more complex terms e.g. BCE/CE</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and sequencing key events of Ancient Egypt and the Viking and Anglo-Saxon struggle for the Kingdom of England as well as the changes in local history</li> <li>Using relevant terms and period labels</li> <li>Making comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>Placing Mayan study, the changing power of the monarchy and WWII on a time line in relation to other studies</li> <li>Using relevant dates and terms</li> <li>Sequencing up to 10 events on a time line</li> </ul>
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**Range and Depth of Historical Knowledge: Demonstrate an understanding of the range and depth of historical knowledge by...**

<ul style="list-style-type: none"> <li>Recognising the difference between past and present using visual prompts.</li> <li>Recounting events from the past recognising these events have already happened.</li> </ul>	<ul style="list-style-type: none"> <li>Using pictures, stories, artefacts to explore similarities and differences between then and now (discussion based).</li> <li>Discussing how experiences familiar to them now might have been different in the past e.g. learning to dress yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the difference between past and present in their own and others' lives</li> <li>Recounting episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>Recognising why people did things, why events happened and what happened as a result e.g. explorers</li> <li>Identifying differences between ways of life at different times e.g. in 1666 compared to present day</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about everyday lives of people in the Stone Age-Iron Age and Ancient Rome</li> <li>Comparing life in Stone Age-Iron Age and Ancient Rome with our life today</li> <li>Identifying reasons for and results of people's actions</li> <li>Understanding why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>Using evidence to reconstruct life in Ancient Greece, Britain's settlement by the Anglo-Saxons and Scots and educational experiences in the past.</li> <li>Identifying key features and events of Ancient Greece, Britain's settlement by the Anglo-Saxons and Scots and education and how it has changed.</li> <li>Looking for links and effects in time studied</li> <li>Offering a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>Studying different aspects of the lives of different people e.g. differences between Egyptians and Vikings</li> <li>Examining causes and results of great events</li> <li>Comparing life in early and late 'times' studied</li> <li>Comparing an aspect of life with the same aspect in another period e.g. in Ancient Egypt or during the Viking and Anglo-Saxon struggle for the Kingdom of England</li> </ul>	<ul style="list-style-type: none"> <li>Finding out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Comparing beliefs and behaviour with Mayan beliefs and behaviour</li> <li>Writing another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Knowing key dates, characters and events about the Mayans and the impact of the monarchy on Britain e.g. the signing of the magna carta and the impact on people</li> </ul>
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**Interpretations of History: Address and devise historically valid questions by...**

<ul style="list-style-type: none"> <li>Using familiar stories from different perspectives e.g. Goldilocks and the three bears to encourage children to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>Using familiar stories from different perspectives e.g. Goldilocks and the three bears to encourage children to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>Using familiar stories from different perspectives e.g. Goldilocks and the three bears to encourage children to distinguish between fact and fiction</li> <li>Comparing adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Comparing 2 versions of a past event e.g. The Great Fire of London</li> <li>Comparing pictures or photographs of people or events in the past e.g. The Great Fire of London</li> <li>Discussing reliability of photos/accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and giving reasons for different ways in which the past is represented</li> <li>Distinguishing between different sources – comparing different versions of the same story</li> <li>Looking at representations of the Stone Age-Iron Age and Ancient Rome</li> </ul>	<ul style="list-style-type: none"> <li>Looking at the evidence available</li> <li>Using various sources to gain historical knowledge about topics studied</li> <li>Beginning to evaluate the usefulness of different sources e.g. those relating to Ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>Comparing accounts about Ancient Egypt, the Viking and Anglo-Saxon struggle for the Kingdom of England and local history– fact or fiction</li> <li>Offering some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Linking sources and working out how conclusions were arrived at</li> <li>Considering ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Being aware that different evidence will lead to different conclusions</li> </ul>
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**Historical Enquiry and Communicating ideas: Use a range of sources to present historical knowledge by...**

- Using photograph prompts to discuss memories from past events using key vocabulary.

- Looking at images of familiar situations in the past, such as homes, schools, and transport to make observations.

- Finding answers to simple questions about the past from sources of information e.g. artefacts relating to Brunel/Newton Abbot

- Observing or handling sources to answer questions about the past on the basis of simple observations

- Using them to find out about a period
  - Observing small details – artefacts, pictures
  - Selecting and recording information relevant to the study of the Stone Age-Iron Age or Ancient Rome
  - Beginning to use various means of research

- Using evidence to build up a picture of a past event
  - Choosing relevant material to present a picture of one aspect of life in Ancient Greece or Britain's settlement by Anglo-Saxons and Scots or WW2
  - Asking a variety of questions
  - Using various means of research and beginning to independently research

- Beginning to identify primary and secondary sources
  - Using evidence to build up a picture of a past event
  - Selecting relevant sections of information

- Recognising primary and secondary sources
  - Using them to find out about an aspect of the Mayan period, WWII or the monarchy in the past
  - Suggesting omissions and the means of finding out
  - Bringing knowledge gathered from them together in a fluent account

