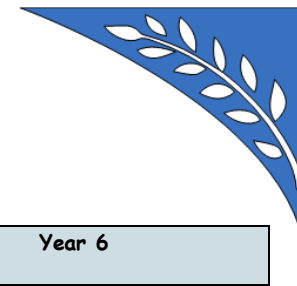
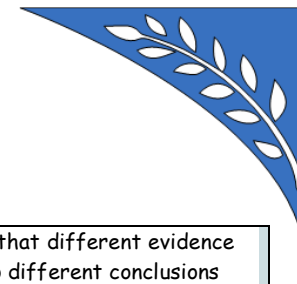


EYFS	Skills	Year 1	Year 2
<p><b>Early Learning Goal:</b></p> <p>Nursery: Understanding the World</p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul> <p>Reception: Understanding the World</p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p>ELG: Understanding the World Past and Present</p> <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	Chronology	Building on prior learning, children will: Sequence events or objects in chronological order	Building on prior learning, children will: Sequence artefacts closer together in time Sequence events Sequence photos etc from different periods of their life Describe memories of key events in lives
	Range and depth of historical knowledge	Building on prior learning, children will: Begin to describe similarities and differences in artefacts Drama - why people did things in the past Use a range of sources to find out characteristic features of the past	Building on prior learning, children will: Find out about people and events in other times Collections of artefacts - confidently describe similarities and differences Drama - develop empathy and understanding (hot seating, sp and listening)
	Interpretations of History	Building on prior learning, children will: Begin to identify different ways to represent the past (eg photos, stories, adults talking about the past) (photos, BBC website	Building on prior learning, children will: Compare pictures or photographs of people or events in the past Able to identify different ways to represent the past
	Historical Enquiry	Building on prior learning, children will: Sort artefacts "then" and "now" Use as wide a range of sources as possible Speaking and listening (links to literacy) To ask and answer questions related to different sources and objects	Building on prior learning, children will: Use a source - why, what, who, how, where to ask questions and find answers Sequence a collection of artefacts Use of time lines Discuss the effectiveness of sources
	Organisation and Communication	Building on prior learning, children will: Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing and using ICT	



Skill	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Building on prior learning, children will:</p> <p>Place the time studied on a time line</p> <p>Sequence events or artefacts</p> <p>Use dates related to the passing of time</p>	<p>Building on prior learning, children will:</p> <p>Place events studied on a time line</p> <p>use terms related to the period and begin to date events understand more complex terms eg BCE/AD</p>	<p>Building on prior learning, children will:</p> <p>Place current study on timeline in relations to other studies</p> <p>Know and sequence key events of time studied</p> <p>Use relevant terms and periods labels</p> <p>Relate current studies to previous studies</p> <p>Make comparisons between different times in history</p>	<p>Building on prior learning, children will:</p> <p>Place current study on a timeline in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to ten events on a time line</p>
Range and depth of historical knowledge	<p>Building on prior learning, children will:</p> <p>Find out about everyday lives of people in time studied compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have had to do something</p> <p>Study change through the lives of significant individuals (eg Queen Elizabeth I and Queen Elizabeth II)</p>	<p>Building on prior learning, children will:</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p>	<p>Building on prior learning, children will:</p> <p>Study different aspects of life of different people - differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Study an ancient civilisation in detail (e.g. Benin Kingdon, Shang Dynasty, Egypt).</p>	<p>Building on prior learning, children will:</p> <p>Fine about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another period studied</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>Know key dates, characters and events of time studied</p> <p>Compare and contrast ancient civilisations</p>
Interpretations of History	<p>Building on prior learning, children will:</p> <p>Identify and give reasons for different ways in which the past is represented</p>	<p>Building on prior learning, children will:</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of text books and historical knowledge</p>	<p>Building on prior learning, children will:</p> <p>Compare accounts of events from different sources Fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Building on prior learning, children will:</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations fact or fiction and opinion</p>



	Distinguish between different sources and evaluate their usefulness Look at representations of the period - museum, cartoons etc			Be aware that different evidence will lead to different conclusions Confident use of library etc for research
Historical Enquiry	Building on prior learning, children will: Use a range of sources to find out about a period. Observe small details - artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research to ask and answer questions.	Building on prior learning, children will: 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 a variety of questions Use the library and internet for research to ask and answer questions.	Building on prior learning, children will: Begin to identify primary and secondary sources. Begin to identify primary and secondary sources Use evidence to build up a picture of life in time studied Select relevant sections of information Confident use of the library and internet for research to ask and answer questions	Building on prior learning, children will: Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathering from several sources together in a fluent account
Organisation and Communication	Building on prior learning, children will: Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing and using ICT	Building on prior learning, children will: Recall, select and organise historical information Communicate their knowledge and understanding.		Building on prior learning, children will: Select and organise information to produce structured work, making appropriate use of dates and terms