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|   | **Reception** | **Year 1/2**  | **Year 3/4**  | **Year 5/6**  |
|  **Chronology** | Know and use language such as yesterday, tomorrow, last week, last year to describe positions in timeUnderstand their own history and that events happened in the past | Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time Show where places, people and events fit into a broad chronological framework Order periods of time on a simple visual timeline. Know and use language of sequence e.g. before, after close to, a long timeUse a simple timeline to show how near or far away periods of time were from the present/each otherKnow and use the language of dates when referring to events | Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a timeline and describe their positioning in relation to prior learningUse correct terminology to describe events in the past Understand terms BC/BCE/CE and AD Read a timeline in years, decades and centuries and begin to place events in chronological order | As Year 3/4, and Use greater depth and range of knowledge Use a full range of dates and historical terms accurately to locate events, periods and cultural movements and identify their relationship to prior times they have studiedMake links and predictions based on their prior learning of different time periods and identify overlapping periods on a timeline |
|  **Historical** **Terms** | Use simple terms to talk about time e.g. today, years ago, yesterday,  | To use a number of everyday terms in history talk and writing:Old, *new, young,, toy, chronology, past, pastimes, History, timeline, fashions, innovation, traditions, source of evidence*  |  To understand and use a wide range of time terms in history talk and writing eg *Chronological, age, period, century, decade, local, regional, national, international, civilisation, empire, kingdom, settlement, trade, invasion, raiders, migration, BC, AD, sources* | To understand and use a wide range of time terms in history talk and writing eg *Century, decade, BC, AD, local, regional, national, international, chronological, primary, secondary, cultural, reliability, bias, propaganda, economic, military, political, religious, cultural, social* |
|  **Historical Enquiry** | Ask questions about the past from their own experiences Look at pictures, stories, videos and objects from the past and talk about them | Ask and begin to answer questions about events e.g. When? What happened? What was it like…? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways  | Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data  | Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices Analyse a range of source material to promote evidence about the past Construct and organise response by selecting and organising relevant historical data  |
| **Interpreting History** | Look at pictures from the past and talk about each other’s thoughts and opinions | For instance Identify different ways that the past is represented,e.g. fictional accounts, illustrations, films, song, museum displays Use historical sources and discuss their own personal interpretationsDiscuss the possible feelings and thoughts of different people from History Analyse a variety of sources and use them to give personal interpretations Discuss and justify the possible thoughts and feelings of people in History that differ from each other | For instance Analyse a variety of sources with similar and contrasting ideas and use them justify personal opinions Discuss why their interpretations may differDiscuss why people in History may have different opinions on the same events and timesPresent their ideas after deciding on reliability and usefulness of sources. Identify the opinions of key historical people and authors and why these may differ. | For instance Synthesise information from a range of sources in order to identify the key arguments for different opinionsUnderstand the role of opinion and propaganda whilst analysing sources and devising their own opinions. Describe differing political, cultural, religious and social arguments by studying a range of sources. Identify how and why these contrasting arguments and interpretations have been constructed (including bias and propaganda). |
| **Continuity and Change** | Compare events between now and the past e.g. How people holiday in the past and now. | Discuss change and continuity in an aspect of life, e.g. holidays Describe which features of history have remained today? | Describe and begin to make links between main events, situations and changes within and across different periods and societies Describe which features of history have remained today?  | Describe and begin to make links between main events, situations and changes within and across different periods and societies Describe which features of history have remained today? |
| **Cause and Consequence** | Recognise why people did things and why some events happens | Recognise why people did things Recognise why some events happened Recognise what happened as a result of people’s actions or events  | Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes  | Begin to offer explanations about why people in the past acted as they did  |
| **Similarities and Differences** | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class | Identify similarities and differences between ways of life in different periods, including their own lives  | Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual  | Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual  |
| **Significance** | Talk about the lives of the people around them, including significant people, and their roles in society | Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why  | Identify and begin to describe historically significant people and events in situations  | Give reasons why some events, people or developments are seen as more significant than others  |