	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Remember and talk about significant events in their own experiences.	Sequence photographs from different parts of their life. Match objects to people of different ages	Sequence events in their life. Sequence artefacts (such as toys) from different points in history.	Order people and events from different points in history on an unscaled timeline.	Order events on a scaled time line including BC and AD. Use dates and	Order events on a scaled time line (centuries), including BC and AD.	Order events on a scaled time line (created by pupils).	Order events on a scaled timeline, including dates BC and AD (in particular overlapping points in History).
Range and depth of historical knowledge	Know about similarities and differences between themselves and others.	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Describe people's beliefs from the past (such as Columbus and flat Earth theory).	Describe people's beliefs from the past and why they might be different to our own (e.g. ideas on medicine in Florence Nightingale's time).	Describe people's beliefs from the past and how that affected their actions.	Describe people's beliefs from the past, how that affected their actions and what was the result.	Study different aspects of people's beliefs in the past. Compare the lives of different people within one place or era and suggest reasons for the differences in attitudes towards men and women (why are most recognised inventors men?), rich and poor (such as in factory workers in 1900s).	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied (e.g. Greeks with early Islam).

Interpretation of History	Recognise the difference between past and present in their own lives.	Recognise the difference between past and present in their own and others' lives.	Compare similarities and differences about individuals or items (such as toys) from the past.	Describe what has changed as the result of an event or an individual (such as city design after the Great Fire of London).	Compare lives of people from the distant past to our own and identify differences.	Continue to compare lives of people from the distant past to our own and explain why there are differences.	Compare lives of people from the past to our own, giving reasons for the differences based on my understanding of the period	Evaluate similarities and differences between studied civilisations and our own. · Describe similarities and differences between concurrent civilisations and begin to give reasons for the differences (through Y6 year enquiry on democracy).
Significance of historical events.	Talk about events in their own experiences that are important to them.	Describe an event or family member from their past that is important to remember	Describe why an event or individual from the past is important for us to learn about (e.g. in discoveries and exploration).	Describe how an important event or an individual is remembered and why.	Understand how the earliest events in history contributed to the formation of civilisation.	Explain how individuals or events contributed to national change and identity	Describe how national and international events affected local lives in the past.	Develop an awareness of how the same event could impact different groups in different ways.
Historical Enquiry	Know and recount episodes from their own past.	Know and recount episodes from their own and others' past, saying why it happened.	Know and recount episodes from stories about the past, saying why it happened	Recognise why people did things, why events happened and what happened as a result	Begin to explain why people did things (e.g. move towards living in villages in Stone Age) and why some events happened.	Identify key features and events of time studied, looking for links and effects across the periods (such as invasion and	Examine causes and results of significant events and their impact on people and society.	Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

						settlement in Britain). Offer a reasonable explanation for some events		
Historical enquiry	Read different versions of the same (traditional) stories.	Use stories to encourage children to distinguish between fact and fiction.	Compare stories/myths to different accounts of events to encourage children to distinguish between fact and fiction	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past	Identify and give reasons for different ways in which the past is represented.	Begin to evaluate the usefulness of different sources, looking at the evidence available.	Compare accounts of events from different sources – fact or fiction – and offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Show awareness that different evidence will lead to different conclusions
Connections and trends	Children talk about past and present events in their own lives.	Talk about past and present events in their own lives and in the lives of family members.	Compare the lives of different people within one place or era	Describe the impact of an individual on modern lives in Britain and beyond (e.g. Florence Nightingale and medicine).	Describe links between the Geography of an area and its History. Explain how individual sites can inform our wider understanding of a civilisation (e.g. Stonehenge, Skara Brae, Pyramids).	Continue to describe links between the Geography of an area and its History and use this to make inferences.	Explain how individuals, civilisations and events contributed to national or worldwide change	Explain how ideas and movements, as well as individuals, civilisations and events, contributed to national or worldwide change

Knowledge & interpretation	Can talk about some of the things they have observed.	Talk about some of the things they have observed, question why things happen and give explanations.	Use a source of information to find out about someone's life in the past. Give examples of different sources of evidence (e.g. artefacts like old toys).	Begin to make inferences about the lives of people from the past based on physical evidence (e.g. diary of Samuel Pepys, alive at the time as GFOL).	Explain what is meant by a primary and secondary source. Use a range of sources to find out about a period and the lives of people from the past. Begin to use books/the library and internet for research.	Use a range of sources to build up a picture of a past event and choose relevant material to build up a picture of an aspect of life in the past. Use books/the library and internet for research.	Begin to identify primary and secondary sources and select relevant evidence to present a picture of an aspect of life in the past/a past event. Use the library and internet for research with increasing confidence	Recognise primary and secondary resources and explain the importance of using a variety of sources to make a judgement about the past. Show an awareness of bias and how this impacts our understanding of the past. Bring knowledge gathered from several sources together in a fluent account.
Organisation & communication	Understands how and why questions. Begins to use more complex sentences to link thoughts. Talks about why things happen and how things work.	Answer 'how' and 'why' questions about their experiences and in response to events. Develop their own explanations by connecting ideas and events	Use key terms: yesterday, last week, last year, when I was younger, a long time ago, before I was born, when my parents were younger, king, queen, similar, different, timeline, invention. Use	Use key terms specifically linked to content on curriculum map. Use 'because' in writing and terms such as investigate and evidence to justify historical inferences.	Use key terms: dates, time period, change, primary and secondary source, chronology, year, decade, influence, cause, consequence, archaeology, excavate, artefact,	Use key terms: legacy, century, era, conquer, settlers, settlement, invasion, invaders, resistance, culture, reputation, conclusion, conversion. Use primary and secondary	Use key terms: development, civilisation, discovery, reliable, unreliable, suggest, kingdoms, empire. Give my own opinions about subjective debates from the past by justifying my	Use key terms specifically linked to content on curriculum map. Give opinions about subjective debates from the past, justifying them with multiple pieces of evidence. Write another

			'because' to explain why events happened.		continuity, ancient, significance. Use more than one piece of evidence to justify a historical inference.	sources together to justify inferences.	opinions with evidence.	explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.