

<u>History</u>	Chronology	Enquiry
Nursery	-I can talk about significant events that I have experienced -I can understand and use vocabulary such as yesterday, last week, last night, this morning	-I can listen to stories with increasing attention and recall. -I can ask questions using 'Why?', 'What?'
Reception	-I can retell a simple past event in the correct order. -I can use everyday language related to time such as today, yesterday, tomorrow, old, new	-I can suggest how a story might end. -I can answer 'How?', 'Why?' and 'When?' questions about stories and events e.g. How do you know she is older? Why is that doll dressed like that? When were you born?
Y1	-I can put up to three objects/events in chronological order. -I can label timelines with pictures, words or phrases. -I can tell others about changes that have happened in my own life since I was born. -I can recognise that my life is similar/different from the lives of people in the past.	-I can show some understanding of how people find out about the past e.g. through pictures. -I can use sources, such as information books or pictures, to answer questions about the past e.g. Which object is older? How do we know?
Y2	-I can place events in order on a timeline. -I can identify some similarities and differences between ways of life at different times. -I can understand and use a wider range of vocabulary such as long ago, later, before, sequence, modern, past.	-I can ask relevant questions such as: 'What was it like for these people? What happened? How long ago? -I can answer questions by using a specific source, such as an artefact, pictures, photos, videos and information. -I can understand why things may have changed over time.
Y3	-I can understand that timelines can be divided into BC and AD, the past is on the left on a timeline and the numbers get larger the closer to the present they are. -I can place events, artefacts and historical figures on a timeline using dates. -I can use a timeline within a specific time in history to set out the order things may have happened. -I can use some historical vocabulary such as century, decade, ancient, BC, AD.	-I can understand that there are different types of source e.g. diaries, photographs, paintings, newspapers, etc. and identify some of the different ways that the past is represented. -I can understand what a primary and secondary source is. -I can recognise the part archaeologists have had in helping us understand more about what happened in the past. -I can use a range of sources to find out about a period.
Y4	-I can understand the concept of change over time and create and use a scaled timeline, using events from the time period studied.	-I can find out answers about the time periods studied using my research skills. -I can use more than one source of evidence to gain a more accurate understanding of history.

	-I can sequence a number of the most significant events, objects, periods and people from Lower KS2 topics, using some dates, labels and terms. -I can select appropriate historical terminology.	-I can observe smaller details from artefacts, pictures, to make deductions. -I can select and record information relevant to the study when following an enquiry.
Y5	-I can sequence a number of historical events/time periods in chronological order using a detailed timeline. -I can make connections between different time periods studied. -I can select and use appropriate historical terminology.	-I can ask a variety of relevant questions, make deductions from sources and begin to find the answers to historical questions. -I can understand that the past has been represented and interpreted in different ways. -I can understand that no single source of evidence gives the full answer to questions about the past.
Y6	-I can create and use a scaled timeline, using events from the time period studied, deciding on a suitable scale and plotting the points accurately. -I can make connections between different time periods studied. -I can sequence the key events, societies and people in KS2 topics covered, using a timeline.	-I can use a wide range of sources of evidence to deduce information about the past. -I can identify different viewpoints and begin to suggest why they have occurred. -I can use evidence to find the answers to enquiry-based questions with structured support, suggesting hypotheses and beginning to draw conclusions. -I can evaluate sources of information and identify those that are useful for the task.