

<u>History</u>	Chronology	Enquiry
Nursery	-I can begin to make sense of my own life story and family's history.	-I can listen to stories with increasing attention and recall. -I can ask questions using 'Why?'
Reception	-I know some similarities and differences between things in the past and now, using my own experiences and what has been read in class.	-I can understand the past through settings, characters and events seen in book, read in class and storytelling.
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. buildings, art, writing 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 sequence a number of the most significant events, objects, periods and people from Lower KS2 topics, using some dates, labels and terms.	-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 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.