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	Early Years Historians:			Key Stage One Historians:		Lower Key Stage Two Historians:	Upper Key Stage Two Historians:
Chronology and Change over Time	<ul style="list-style-type: none"> I know that when I was born I was a baby. (CyA:AU1) I know that I am getting older. (CyA:AU1) I know how old I am. (CyA:AU1) I know when my birthday is. (CyA:AU1) I know that my parents or carers are older than me. (CyA:AU1) I can use the words 'older' and 'younger' when I speak about my family. (CyA:AU1) I can order pictures of myself from the oldest picture to the most recent picture. (CyA:AU1) I can order pictures of houses from the earliest time period to the most recent. (CyA:Sp1) I can say how fire fighters used to fight fires before there were fire engines and pumps. (CyA:Su2) I know how styles have changed over time. (CyB:Sp1) I can order pictures of outfits from the most early time period to the most recent. (CyB:Sp1) I know what people used before there were cars. (CyB:Su1) I can order pictures of transport from the earliest time period to the most recent. (CyB:Su1) 			<ul style="list-style-type: none"> I know the year that I was born in. (CyB:Sp1) I can recount changes that have occurred in my own lifetime. (CyB:Sp1) I can place events from my own life on a timeline. (CyB:Sp1) I can use key vocabulary related to time. (CyA:AU1; CyA:Sp1; CyA:Su2; CyB:AU1) I know the chronology of some of the events in Walt Disney's life. (CyA:Sp1) I can place events on a timeline by thinking about the order in which the events happened. (CyA:Sp1; CyA:Su2; CyA:Su2; CyB:Su1) I know the chronology of some of the events in Amy Johnson's life. (CyA:Su2) I know about some of the changes in travel and transport from the Wright Brothers to the modern day. (CyA:Su2) I can compare a Victorian day school to a modern day school. CyB:AU1) I know the chronology of some of the events in Beatrix Potter's working life. (CyB:Su1) 		<ul style="list-style-type: none"> I know some key events from the Viking era. (CyA:AU1) I can use key dates to plot events on a timeline. (CyA:AU1; CyA:S1; CyA:Su1; CyB:AU1; CyB:Su1) I can add key information to a timeline. (CyA:AU1; CyA:S1; CyA:Su1; CyB:AU1; CyB:Su1) I know some key events from the Second World War. (CyA:Sp1) I know how the legacy of Greek culture has impacted on British history in the present day, including our participation in the Olympic, Paralympic and Invictus Games. (CyA:Su1) 	<ul style="list-style-type: none"> I know what AD and BC mean. (CyA:AU1) I can create my own timeline of key events during the Greek period, and use it to describe chronology and change. (CyA:AU1) I know the key dates (start, changes to rules and notable games) of the history of rugby, and how this impacted the history of rugby in our local area. (CyA:Su2) I can create my own timeline of key events, using information that I have gathered from sources of evidence. (CyA:Su2) I know that Queen Elizabeth I was the ruler during the Elizabethan era. (CyB:Sp1) I know the role that the theatre played in the Elizabethan era. (CyB:Sp1) I can show my knowledge of the chronology of kings and queens by plotting their reigns in order on a timeline. (CyB:Sp1) I know where the Edwardian era sits chronologically, in comparison to different periods of history that I have studied. (CyA:Su1)
	baby child adult younger older past birthday	age old young in the past now older newer	change past a long time ago ago new then before I was born years ago	in the past a long time ago centuries ago before years ago decades ago now then yesterday last week/month/year ___ years ago present	in the past in the present era nowadays when my parents and carers were children older newer	centuries ago decades ago when my great-grandparents were younger in the modern era chronological Neolithic Stone Age Iron Age Bronze Age	AD BC connection during the reign of throughout the period towards the end of

	Early Years Historians:	Key Stage One Historians:	Lower Key Stage Two Historians:	Upper Key Stage Two Historians:
Cause and Consequence	<ul style="list-style-type: none"> I know how and why technology has advanced to help to keep us safe. (CyA:Su2) I know why styles of outfit have changed over time. (CyB:Sp1) I know why transport has changed over time. (CyB:Su1) I can explain why transport has changed over time. (CyB:Su1) 	<ul style="list-style-type: none"> I know that technology is always developing. (CyB:Sp1) I know why people from the Stone Age were hunters and gatherers. (CyA:Su1) I can recognise that there are reasons why people in the past acted as they did. (CyA:Su1) I know why modern rules and routines differ from schools in the Victorian era. CyB:Su1) 	<ul style="list-style-type: none"> I know the origins of Vikings. (CyA:Su1) I know why Vikings invaded countries, and the effects it had. (CyA:Su1) I know how the Second World War impacted the lives of civilians. (CyA:Sp1) I know why the Invictus Games started. (CyA:Su1) I can suggest cause and consequence of change over time. (CyA:Su1) I know that some people's income in the 1960s had risen since the Second World War, and the impact that this had on fashion buying. (CyB:Sp1) I know how life changed from the Stone Age, through to the Iron Age, and I can compare this to the present era. (CyB:Su1) 	<ul style="list-style-type: none"> I know how events in Ancient Greece influenced the western world today. (CyA:Su1) I know that democracy started in Athens. (CyA:Su1) I can think like a historian to analyse the main social and political changes during the Ancient Greek period. (CyA:Su1) I can discuss the cause and effect in relation to how the Romans impacted technology. (CyB:Su1) I can discuss why the Poor Laws were introduced towards the end of the Elizabethan era. (CyB:Sp1) I know that England was divided by religion in the 16th century. (CyB:Sp1) I know why the Anglo-Saxons invaded Britain. (CyA:Sp1) I know how life in Britain changes as a result of the Anglo-Saxon invasions. (CyA:Sp1) I can talk about a significant turning point in British history, such as the 'Votes for Women' campaign. (CyA:Su1) I can explain why the 'Votes for Women' campaign happened, and give opinions about this. (CyA:Su1)
			invasion impact cause consequence effect civilians	democracy legacy cause effect consequence invasion resistance empire industry wealth class Catholic Protestant division parliament social order hierarchy invasion legacy turning point campaign

	Early Years Historians:	Key Stage One Historians:	Lower Key Stage Two Historians:	Upper Key Stage Two Historians:
Historical People and Events	<ul style="list-style-type: none"> I can talk about some famous events from the past, such as the Great Fire of London. (CyA:Su2) I know where kings or queens from the past used to live. (CyB:Au1) I know where kings or queens in the present day live. (CyB:Au1) 	<ul style="list-style-type: none"> I know how Stone Age people lived, including shelter, food and clothing. (CyA:Au1) I know that Walt Disney took inspiration from Hans Christian Anderson for his characters and stories. (CyA:Sp1) I know about the life of a significant local individual – Amy Johnson. (CyA:Su2) I know why Amy Johnson is thought of as an incredible human. (CyA:Su2) I know what life was like for a Victorian school child. (CyB:Au1) I know about the life of a significant individual – Beatrix Potter. (CyB:Su1) 	<ul style="list-style-type: none"> I know how Vikings lived. (CyA:Au1) I know some of the roles that women had during the Second World War, on the Home Front. (CyA:Sp1) I know some of the key figures involved in the Second World War. (CyA:Sp1) I know who founded the Invictus Games. (CyA:Su1) I know some key facts about the reign of Henry VIII. (CyB:Au1) I know how the daily life of the rich and poor was different during the reign of Henry VIII. (CyB:Au1) 	<ul style="list-style-type: none"> I know who Alexander the Great was. (CyA:Au1) I can describe the main attitudes and beliefs of men, women and children during the Ancient Greek period. (CyA:Au1) I know the meaning of ‘historical significance’. (CyA:Su2) I can act like a historian to decide whether Clive Sullivan was a historically significant individual. (CyA:Su2) I know about the Roman Empire and its impact on Britain. (CyB:Au1) I know about the resistance of Queen Boudicca. (CyB:Au1) I know that Queen Elizabeth I was the ruler during the Elizabethan era. (CyB:Sp1)
			monarchy reign social status	historical significance historically significant individual emperor monarch

	Early Years Historians:	Key Stage One Historians:	Lower Key Stage Two Historians:	Upper Key Stage Two Historians:
Similarity and Difference	<ul style="list-style-type: none"> I know some similarities between how people lived in the past and how people lived today. (CyA:Sp1) I know some differences between how people lived in the past and how people lived today. (CyA:Sp1) I know some of the differences and similarities between the equipment used by the emergency services in the past and the present. (CyA:Su2) I can talk about how people can keep themselves safer than they could in the past. (CyA:Su2) I know that life was different in medieval times. (CyB:Au1) I can name some of the things that we have now that people did not have in medieval times. (CyB:Au1) I can compare the homes of royalty from past and present. (CyB:Au1) I can compare different styles of outfit from the past and present. (CyB:Sp1) 	<ul style="list-style-type: none"> I know how harvesting in the Stone Age was different from how we harvest now. (CyA:Au1) I know some of the ways that life was very different for women when Amy Johnson was alive. (CyA:Su2) I know some of the ways that life was very different for women when Beatrix Potter was alive. (CyB:Su1) I know the similarities and differences between Victorian school equipment and the objects that are found in school now. (CyB:Au1) I can compare my own life to what life was like for my parents and carers when they were children. (CyB:Sp1) 	<ul style="list-style-type: none"> I can talk about the main differences in the daily lives of the rich and poor during the reign of Henry VIII. (CyA:Au1; CyA:S1; CyA:Su1; CyB:Au1) I know that fashion has changed through the ages. (CyB:Sp1) I can discuss the pace of change in relation to the development of fashion across the 1960s. (CyB:Sp1) 	<ul style="list-style-type: none"> I know the size of the Ancient Greek Empire in contrast to modern day Greece. (CyA:Au1) I can discuss the ‘Romanisation’ of Britain, by analysing sites such as Caerwent. (CyB:Au1) I can discuss how the Roman Empire influenced the culture and beliefs in Britain, including early Christianity. (CyB:Au1) I can compare the role of the monarch in the Elizabethan era to the role of a monarch today. (CyB:Sp1) I can compare and contrast some key features of life in Anglo-Saxon Britain. (CyA:Sp1)
	different same similar changed improved used to change	the same different change	similarities differences include trend	influence

	Early Years Historians:	Key Stage One Historians:	Lower Key Stage Two Historians:	Upper Key Stage Two Historians:
Analysing Evidence	<ul style="list-style-type: none"> I can ask questions about the past. (CyA:Au1; CyA:Sp1; CyA:Su2)) 	<ul style="list-style-type: none"> I can ask questions such as: What was it like for people? What happened? How long ago? (CyA:Au1; CyA:Sp1; CyA:Su2; CyB:Su1) I can use artefacts, pictures, stories and online resources to find out about the past. (CyA:Au1; CyA:Sp1; CyA:Su2; CyB:Au1; CyB:Su1) I know how to use artefacts to find out about the past. (CyB:Sp1) 	<ul style="list-style-type: none"> I can use artefacts and sources of evidence to investigate the past. (CyA:Au1; CyA:Sp1) I can use artefacts and sources of evidence to answer questions about the past. (CyA:Au1; CyA:Sp1) I can use sources of evidence to investigate key questions such as: would parents in the 1960s have been happy with their children's choice of clothing? (CyB:Sp1) I can explain how sources of evidence are used to investigate the past. (CyB:Su1) I can use sources of evidence to answer questions such as: would the woolly mammoth from the book The Ice Monster have visited Skara Brae? (CyB:Su1) I can act like a historian to find out about the changes in Britain from the Stone Age to the Iron Age. (CyB:Su1) 	<ul style="list-style-type: none"> I know how historians use sources of evidence to decide whether events really happened (for example, the events relating to the Trojan Horse. (CyA:Au1) I can analyse the reliability of sources of evidence when investigating the Greek period. (CyA:Au1) I can act like a historian to use sources of evidence when investigating the extent of change in relation to rugby, both locally and nationally. (CyA:Su2) I can discuss why no single source of evidence gives the full answer to questions about the past. (CyA:Su2) I can act like a historian, by looking at artefacts and other sources of evidence, to find out about Queen Elizabeth I. (CyB:Sp1) I can analyse historical evidence to make claims about Anglo-Saxon life and culture. (CyA:Sp1)
			artefact historians primary source secondary source sources of evidence investigate archaeologists	source primary evidence secondary evidence reliability