|  | Chronological Understanding | Knowledge and interpretation | Historical Enquiry Skills |
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| **EYFS** | \*I can comment on images of familiar situations in the past.  \*I can compare and contrast characters from stories, including figures from the past.  **Past and present ELG:**  **I can talk about the lives of the people around me and their roles in society. I know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. I understand the past through settings, characters and events encountered in books read in class storytelling.** | | |
| **Year 1** | I can order objects from recent History.  I can use words old, new and a long time ago.  I can talk about what happened when I was little.  I can recognise stories set in the past.  I can explain how I have changed since I was born  I can sequence events in my life. | I know the names some famous people who have helped our lives today (Mary Anning / Guy Fawkes) .  I know that we celebrate some events because of something that happened in the past (Bonfire night / Great Fire of London).  I know what dinosaurs were and how life has changed since then.  I know some differences between old and new objects.  I know how things have changed in my lifetime | I can ask and answer questions about old and new objects.  I can identify things from the past in a picture.  I can ask and answer questions about a photograph or artefact.  I know we can use pictures, artefacts and stories to find out about the past.  I can ask questions about a historical figure (Mary Anning). |
| **Year 2** | I can use words like ‘younger’ ‘before’ ‘after’ ‘past’ and ‘present’ in the right context and know what they mean.  I can use different language to describe the past.  I can sequence a set of events in chronological order, explaining why I have done it that way.  I can understand that things change over time. | I know some details of the life of someone famous and explain what they did (LS Lowry)  I know how my local area is different now than the past.  I know some interesting facts from a historical event.  I know some examples of how my life is different to my grandparents.  I know the names of some events and some famous people from Britain’s history.  I know some similarities and differences between changes in ways of life in Belle Vue, Medieval times and now.  I know about LS Lowry and how his life was different to us.  I know and understand the word ‘peasantry’ | I can ask and answer questions about a photograph or artefact.  I can think of a plausible explanation for what an object may have been used for in the past.  I can ask questions about a historical figure (LS Lowry / Captain James Cook).  I can talk to an older person to find out about the past.  I can look in information books and different sources of information (maps and photos).  I can research the life of famous people (explorer) and some famous events (bonfire night).  I can research the life of someone who used to live in my locality (LS Lowry). |
| **Year 3** | I can use information and find out about the past to describe the differences between then and now.  I can look at evidence to give and explain reasons why people in the past may have acted in the way they did.  I can use a timeline to place events I have studied.  I am able to recount in order the main events from a significant event in history. (Giving some interesting details – battle of Marathon / Pompeii)  I can understand that a timeline can be divided into BCE and AD | I know and can describe how some of the things I have studied from the past affect life today (Ancient Greece).  I know and can describe some similarities and differences between some people, events and objects (artefacts) I have studied.  I know, understand and can use the word ‘civilisation’.  I know some of the changes in Britain from Stone Age to Iron Age  I can compare and contrast Stone Age, Bronze Age and Iron Age.  I can about Bronze Age technologies  I know about Ancient Greek life  I know and can discuss the achievements of Ancient Greece and how this influences life today (Battle of Marathon / Olympics) | I can give an informed response to a question after researching and learning.  I can ask historically valid questions about similarity and difference (Stone Age, Bronze Age, Iron Age / Ancient Greece and now).  I can use pictures, archaeological sites images and artefacts to learn about the past. |
| **Year 4** | I can recount the main events from a significant event in history. (Giving some interesting details) (Revolt of Boudicca / Death of Julius Ceaser).  I can use a time line to place events.  Understand that a time line can be divided into BCE (Before Common Era and AD Anno Domini).  I can begin to see how life has changed over time.  I can see where the areas I have studied fall into a timeline. | I know how some of the things they have studied from the past affect life today (Romans).  I know and can describe some similarities and differences between some people, events and objects (artefacts) they have studied.  I know and understand the word ‘empire’ and ‘civilisation’ ‘parliament’  I know the achievements of an early civilisation (Ancient Egypt)  I know how some lives of individuals have shaped Britain | I can use information to describe the past.  I can use information and find out about the past to describe the differences between then and now.  I can look at evidence to give and explain reasons why people in the past may have acted in the way they did  I know what primary and secondary sources are.  I can use some of these to tell me about the past  I can ask and answer questions about ‘change’ and ‘cause’ relating to topics I have studied. |
| **Year 5** | I can begin to develop a chronologically secure knowledge and understanding of British, local and world history.  I can show on a timeline, the changes that I have studied.  I can begin to note connections, contrasts and trends over time.  Show on a time line, the changes that they have identified. | I know about and can compare settlements and way of life between two sets of people in a similar time period  I know and can describe different key events from different periods of history, thinking about what has changed and what has stayed the same.  I know and develop the appropriate use of historical terms such as – ‘peasantry’ ‘settlement’  I know about and can discuss the impact of an individual from my local area and how they have influenced today (Alan Turing)  I know how the Anglo-Saxons and Scots settled in Britain.  I know who Edward the Confessor was and the struggle Viking and Anglo-Saxon struggle for his Kingdom.  I know who Alfred the Great was and what the Anglo-Saxon / Viking interactions were at this time  I know about the significance of the battle of Edington and the treaty with Guthrum  I know what happened in Lindesfarne and what it triggered as a result  I know what Danelaw was and why it was established | Regularly address and sometimes devise historically valid questions about change, cause and significance.  I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.  I understand how our knowledge of the past is constructed from a range of sources (Primary and secondary).  I know that people both now and in the past represent events or ideas in a way that persuades others (eg. Edward the Great).  I can give clear reasons why there may be different accounts of history.  I can use some documents, printed sources (eg archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.  I can begin to choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions. |
| **Year 6** | I can continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  I can note connections, contrasts and trends over time and develop the appropriate use of historical terms.  I can show on a timeline, the changes that they have identified and where it fits within the chronology of other areas I’ve studied throughout school.  I am able to recount the main events in order from a significant event in history. (Giving some interesting details) (WW1) | I know similarities and differences between some people, events and objects (artefacts) I have studied.  I know how some of the things I have studied from the past affect life today.  I know and can make links between some of the features of past societies. (e.g. religion, houses, society, technology.)  I know and can explain what Britain may have learnt from different civilisations  I know the main events from a specific period in History (WW1 / Industrial Revolution).  I know the impact a period of time had on our local area (Industrial Revolution)  I know and can discuss a significant turning point in British History (WW1 / Industrial revolution)  I know and can use the terms ‘empire’ ‘civilisation’ ‘parliament’ ‘industrial’ ‘revolution’  I know the history of the Mayan Civilization and can comment on it’s differences to British History  I know the significance of Thomas Street in Manchester during the Industrial Revolution. | I can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.  I understand how our knowledge of the past is constructed from a range of sources.  I can describe the main changes in a period in history. (Using words such as ‘Social’, ‘religious’, ‘political’, ‘technological’ and ‘cultural’)  I know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.  I can choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion.)  I can choose reliable sources of factual evidence to describe what was important to people from the past.  I can give own reasons why changes may have occurred, backed up by evidence they have researched. |