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| **History** | **1** | | **2** | **3** | **4** | | **5** | | **6** |
| **Historical enquiry** | **Historical enquiry**  Can make comparisons between their own lives and the lives of those in the past, including answering and developing their own questions. | | | **Historical enquiry**  Can answer posed historical questions and use these as a model to ask and investigate their own. | | | **Historical enquiry**  Can develop historically valid questions and responses using appropriate historical terms. | | |
| **- Begin to compare own lives to those in the past.** 1. With Support, ask questions about the evidence. Prompt children for simple answers to simple questions  2. Begin to recognise the difference between past and present in their own life  3.Recount and know stories from the past and begin to understand the reasoning | **Compare own lives to those in the past.**  1. Develop their own questions (why,what,who,how,where) and begin to answer them with evidence and simple observations  2.Recognise why people did things, why events happened and what happened as a result  3.Identify differences between ways of life at different times  4. Choose and use parts of stories and other sources to show understanding | | **Begin to use a model to answer historical questions**  1. Observe small details.  2. Begin to select and record information relevant to the study  3. Find out about everyday lives of people in time studied  4.Compare with our life today  5.Identify reasons for and results of people’s actions  6.Understand why people may have wanted to do something | | **Answer historical questions and use these as a model to ask and investigate their own**  1. Begin to use evidence to build up a picture of the past  2.Choose relevant material to present a picture of one aspect of life in past times  3.Identify key features and events of time studied  4.Look for links and effects in time studied  5.Offer a reasonable explanation for some events | **Begin to develop historically valid questions with support**  1.Use evidence to build up a picture of a past event  2.Study different aspects of different people- differences between men and women  3. Examine causes and results of great events and the impact on people  4. Compare life in early and late times  5.Compare an aspect of life with the same aspect in another period | **Develop historically valid questions and responses using appropriate terms based on research and previous knowledge**  *1.Bring knowledge together in a fluent account*  2.Suggest omissions and the means of finding out  3. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  *4.Compare beliefs and behaviour with another time studied*  *5 event in terms of cause and effect using evidence to support and illustrate their explanation.. Write another explanation of the past*  *6. Know key dates, characters and events of time studied.* | |
| **Evaluate Evidence** | **Sources and evidence**  Can demonstrate that a range of sources can inform their understanding of the past. | | | **Sources and evidence**  Can identify and explain the difference between primary and secondary sources. | | | **Sources and Evidence**  Can differentiate between primary and secondary sources and select evidence appropriately to inform their understanding of historical period/event | | |
| **Provide primary and secondary sources of information that will guide their understanding of the past**  -Year 1 examples of primary sources – photos, first-hand accounts, birthday cards etc  -Year 1 examples of secondary sources – stories, video clips etc  -Look at sources individually initially | -Learn about the past using both primary and secondary sources in conjunction to develop knowledge of the past.  -Children suggest types of evidence they might want to use to help them learn / answer historical questions | | -Sort primary and secondary sources  -Explain the differences between them  -Begin to compare which one helps them find out more | | -Understand how knowledge of the past is constructed from a range of sources  -Suggest / rate / order how useful different sources are to help us learn about the past | -Begin to encourage the children to select their own sources of evidence from a range offered to help them develop their understanding of a time period.  -To create focused choices initially limit the number of sources they can choose e.g. which two will help you learn the most about……?  -Add in more challenging sources to create debate – diary extracts from a fiction text, propaganda texts / posters | -Understand and apply knowledge of the past using a range of sources  -Children select / suggest their own sources of evidence they want to use and locate, if possible, which they feel they need to help them develop their understanding  -They justify why they would choose / avoid different sources of evidence | |
| **Validity**  Can choose and use parts of stories and other non-fiction sources to show that they know and understand key historical events. | | | **Validity**  Can understand that we learn about the past from a range of sources which may having differing points of view. | | | **Validity**  Can understand that history is constructed from a range of sources of differing reliability and identify that these may have been created with a particular motive.  Can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. | | |
| -Children give examples from stories and other sources to help them explain what they know e.g. in the story pictures, it shows that they lived………  -Year 1 – Use one source at a time  -Year 2 – Begin to introduce two or more sources at a time. Use to gather facts and develop questions | | | -Introduce the idea that newspapers, diaries, letters often have opinion as well as fact.  Can they identify the opinions? Identify the facts? Question how this may affect the historical evidence being presented.  -Compare sources of evidence with a clear contrast in view points | | | -Provide the children with a selection of sources which they need to choose from, as well as order and debate the reliability of, when learning about an historical event, person etc  -Consider the idea that newspapers, diaries, letters often have opinion as well as fact. Use this to help them understand how you could compare the experiences / way of life of different groups in society at the same moment in time during the same event.  -Discuss the motive behind sources and propaganda | | |
| **Understand chronology** | **Chronology**  Can demonstrate an understanding of chronology by ordering events, people and artefacts into a sequence. | | | **Chronology**  Can demonstrate an understanding of chronology by ordering, and the appropriate dating of key events, people and artefact within the period studied. | | | **Chronology**  Can demonstrate a more detailed understanding of chronology, including from BCE to CE and to be able to make links between key events, people and periods studied. | | |
| 1.Sequence events in their life  2. Sequence artefacts from distinctly different periods of time.  3.Match objects to people of different ages  4.Sort Artefacts into ‘then’ and ‘now’  5.Use words eg ‘before’ and ‘now’ | 1.Sequence photographs etc. from different periods of their life eg birthdays  2.Describe memories of key events in their life  3.Sequence a collection of artefacts closer together in time  4. Develop an awareness of the past  5. Use common words and phrases related to the passing of time  6. Use a wide vocabulary of everyday historical terms  7. Introduce date ordering using months and years for the periods of their lives | | 1.Order dates on a timeline without events initially to understand the concept of the order of time  2.Order periods of time in history. They do not have to be taught periods but will help to build an understanding of the wider concept of chronology  3.Begin to place time studied on a timeline using dates relating to the passing of time with support | | 1.Place time studied and key people on a timeline using dates relating to the passing of time  2.Understand more complex terms e.g. BCE/CE  3. Add periods of time to a timeline with key events, people and artefacts ordered within | 1.Know and sequence key events of time studied and key people on a timeline  2.Make comparisons between different times in the past | 1.Place current study and key people on a timeline  2.Use relevant dates and terms  3.Sequence multiple events on a time line  4. Continue to develop chronological secure knowledge of history  5.Establish clear narratives  6.Note connection, contrasts and trends over time  7. Create / develop timelines that show events from around the world all for the same time period | |
| **Relevance of history in our lives.** | **Continuity and changes**  Can demonstrate an understanding of what is same and difference in their own experiences and the past. | | | **Continuity and changes**  Can describe how places and peoples have changed, or remained the same over time, with reasons. | | | **Continuity and changes**  Can make links, contrasts and identify trends between different time periods, study and understand their significance and how it may impact the future.  Can describe the social, ethnic, cultural or religious diversity of past society.    Can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | | |
| 1. With support, Identify similarities /differences between ways of life at different times | 1. Identify similarities /differences between ways of life at different times | | 1.Begin to describe /make links between main events, situations and changes within and across different periods/societies | | Can describe how places and people have changed or remained the same over time with reasons | As above | | |
| **Causes and consequences**  Can identify why an event happened beyond living memory and the changes that happened as a result | | | **Causes and consequences**  Can identify why an event happened beyond living memory and the changes that happened as a result.  Can identify the causes of significant historical events and describe and explain the consequences both at the time and subsequently. | | | **Causes and consequences**  Can identify and explain the significance of a range of causes of an historical event and describe the consequences and impact of varying timescales. | | |
| **Local History**  Can have an awareness of significant historical events, people and places in their own locality. | | | **Local History**  Can demonstrate how a local character, event or place has had an impact at a local, national or international level | | | **Local history**  Can demonstrate how a local character, event or place has had an impact at a local, national or international level. | | |
| *E.g. A single building, or a particular individual in Shortlands/Bromley* | ‘Local’ can mean almost anywhere in Kent  1.Examine the local area of Bromley and look for clues about its past; street names (named after an important individual or building, streets named after a saint often led to a church), old post boxes, plaques | | *E.g. invite guest speakers from local area*  *Valley Primary History* | | | *e.g. The impact of WWII on the local area or a development study across time e.g. how a town has changed over time, Chislehurst caves* | | |