|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30-50 Months | 40-60 months | Early learning goals | History Skills | Year 1 | Year2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **People and Communities**   * To show interest in the lives of people who are familiar to them. * To remember and talk about significant events in their own * experiences. * To recognise and describe special times or events for family or friends. * To show interest in different occupations and ways of life. * To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. |  | **People and Communities**   * To talk about past and present events in their own lives and in the lives of family members. * To know about similarities and differences between themselves and others, and among families, communities and traditions. | **Chronological understanding**  **Children can...** | * Sequence events in their own lives. * Sequence 3 or 4 artefacts from different periods of time. * Match objects to people of different ages. | * Sequence photographs and artefacts from different points in their lives. * Sequence 3 or 4 artefacts from time periods closer together. * Describe memories of key events in their lives | * Place the time period being studied on a time line. * Order events in the time period being studied. * Sequence several artefacts or events. * Use some vocabulary related to the passing of time. | * Place the time period being studied on a time line in relation to other periods studied. * Order dates and events in the time period being studied. * Use and understand more complex vocabulary related to the passing of time. | * Place the time period being studied accurately on a time line in relation to other periods studied. * Order dates, events and artefacts in the time period being studied. * Use some vocabulary related to the passing of time in context to the topic being studied. | * Place the time period being studied accurately on a time line in relation to other periods studied with correct dates. * Order up to 10 events on a timeline correctly with correct dates. * Confidently use vocabulary related to the passing of time in context to the topic being studied. |
| **Range and depth of historical knowledge**  **Children can…** | * Recognise the difference between past and present in their own and other people’s lives * Recount stories about the past. | * Recognise why people did things differently in the past. * Recognise differences between the past and present. * Recognise simple cause and effect for historical events. | * Find out about the lives of people living in a time period studied. * Compare our lives today with people’s lives in the past. * Identify and understand the causes and effects of people’s actions in the period being studied. | * Use evidence to recreate what life may have been like for people in a time period being studied. * Identify the key features and events of a time period being studied. * Look for links between periods of time studied * Offer reasonable explanations for causes and effects of events in periods studied. | * Use evidence to recreate what life may have been like for different people (men/women, rich/poor) in a time period being studied. * Compare the key features of early and late eras in time periods studied. * Compare an aspect of life with the same aspect in a different period of time. * Examine the causes and effects of major events and the impacts on people. | * Investigate different beliefs, behaviour, and characteristics of people through periods of time and make comparisons with other time periods studied. * Recall key dates, characters and events of the time periods studied. * Explain the reasons behind the causes and effects of historical events. |
| **The World**   * •To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. * To talk about some of the things they have observed, such as plants, animals, natural and found objects. * To talk about why things happen and how things work. * To develop an understanding of growth, decay and changes over time. | **The World**   * To look closely at similarities, differences, patterns and change. | **The World**   * To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. | **Interpretations of history**  **Children can…** | * Distinguish between factual and fictional stories. * Compare two adult’s stories of the past. | * Compare two versions of a past event. * Compare pictures of photographs of people in the past. * Discuss the reliability of historical sources (pictures, stories) | * Compare different versions of the same historical story. * Give some reasons why different people’s stories of the past might be different. * Use a wider range historical sources | * Begin to evaluate the usefulness of different historical sources and stories * Use a wider range of historical sources | * Compare versions of the same events from different sources * Start to offer some reasons as to why different sources about the same event might tell a different story | * Find links between two historical sources * Consider ways of checking the accuracy of interpretations – fact or fiction and opinion * Give reasons why different evidence will lead to different conclusions * Confidently use the library and internet for research |
| **Historical enquiry**  **Children can…** | * Find simple answers to simple questions using relevant and appropriate sources. | * Use an historical source to answer questions based on their own observations. | * Use a range of sources to find out about a time period studied. * Observe small details and begin to make some observations about their use/meaning. * Begin to select and record relevant information to answer question. * Begin to use the library and internet for research | * Use sources and evidence to build up a picture of a past event * Choose relevant material to present a picture of one aspect of life in time period studied * Begin to ask a variety of their own enquiry questions. * Use the library and internet for research | * Begin to identify primary and secondary sources. * Use sources and evidence to build up a picture of a past event by selecting relevant sections of information * Use the library and internet for research with increasing confidence | * Recognise primary and secondary sources and their origins. * Use a range of sources to find out about an aspect of time past * Suggest things that may have been left out and the means of finding out this missing information. * Bring knowledge gathered from several sources together in a fluent account |
| **Communication of learning**  **Children can…** | * Communicate their knowledge through: * Discussion…. * Drawing pictures… * Drama/role play.. * Making models….. * Writing.. * Using ICT… | | | * Recall, select and organise historical information * Communicate their knowledge and understanding. | | * Select and organise information to produce structured work, making appropriate use of dates and terms. |