

Chronological Understanding

Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>I can retell a simple past event in the correct order.</p> <p>I can remember and talk about significant events in my own experience .</p>	<p>I can talk about past and present events in my own life.</p> <p>I can talk about past and present events in the lives of family members.</p> <p>I understand and can use the vocabulary such as yesterday, last week, at the weekend, this morning, last night.</p>	<ul style="list-style-type: none"> I can sequence events or photos in my life. I can describe memories of key events in my life. I can use a timeline to place events in living memory in order I can identify changes that have happened in my life. I can use the vocabulary new, old, young, days, months, and years. I understand the purpose of a timeline. I understand that some objects belong to the past. 	<ul style="list-style-type: none"> I can use the words past and present correctly. I can use reference books to sequence items or photos. I can sequence artefacts or photos from distinct periods of history. I can sequence a set of events in chronological order. I can sequence simple historical events on a timeline. I can begin to write dates on a timeline. I can use vocabulary recently, before, now, later and after. 	<ul style="list-style-type: none"> I can recognise how BC and AD fit on the timeline. I can sequence artefacts from closer together in time. I can describe events from the past using dates of when things happened. I understand that the past can be divided into different periods of time. I can use the vocabulary after, before and during. 	<ul style="list-style-type: none"> I can describe events and periods using th century, BC and AD. I can create a timeline of several events from the period being studied. I can recall some of the main events that happened in Britain and other parts of the world during different centuries. I can work out how long between two historical events. 	<ul style="list-style-type: none"> I can sequence key events within a shorter time frame. I understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). I can describe the main changes in a period in history. I can compare things that happened in different parts of the world at the same time. 	<ul style="list-style-type: none"> I can identify where a period of history fits on a timeline. I can describe changes within a particular period using the vocabulary social, political, religious, technological and cultural. I can sequence up to ten key historical events on a timeline. I can make comparisons between different periods in the past. I understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.

Knowledge and Understanding

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<ul style="list-style-type: none"> • I can develop an understanding of growth, decay and changes over time. • I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world 	<ul style="list-style-type: none"> • I can compare and contrast characters from stories, including figures from the past. • I know some similarities and differences between things in the past and now, drawing on my own experiences and what has been read in class. • I understand the past through settings, characters and events encountered in books read in class and storytelling. • I can talk about the lives of people around me and their roles in society 	<ul style="list-style-type: none"> • I understand the difference between past and present in my own life and those of others. • I know and can recount stories from the past. • I can describe a simple historical event. • I can recognise that we celebrate certain events because of what happened many years ago. • I understand that Britain has a King and that Britain has had Kings or Queens for many years 	<ul style="list-style-type: none"> • I can use information to describe the past. • I can use information to describe differences between then and now. • I can recount main events from an historical event. • I can use evidence to explain why people acted as they did and say what happened as a result. 	<ul style="list-style-type: none"> • I can recognise how our lives are different from the lives of people in the past. • I can recognise some of the similarities and differences between periods of time. • I can identify some main events of a time period studied. • I understand what life would have been like for early settlers. 	<ul style="list-style-type: none"> I can identify the key features and events of a time period studied. • I can identify links between two different time periods. • I can give reasons for and results of the main events and changes in a particular historical period. • I can explain how some events from the past have shaped our lives today. • I can give reasons why changes may have happened during a time period. 	<ul style="list-style-type: none"> • I can identify key dates, significant individuals and events of the time studied. • I can identify the experiences of men, women, and children in different time periods. • I can examine the causes and effects of key historical events. • I can make comparisons between historical periods explaining aspects that have changed and aspects that have stayed the same. 	<ul style="list-style-type: none"> • I understand what life was like during different periods in Britain and the rest of the world. • I can make comparisons between people, events and artefacts studied. • I can describe how some of the things studied from the past influence our lives today. • I can give own reasons why changes may have occurred over a time period using evidence.

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Historical Interpretation

Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> I can understand and use vocabulary such as: I can see, I saw, same, different, and similar. I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world 	<ul style="list-style-type: none"> I can understand and use vocabulary such as: change, what happened? because, and explain. I can comment on images of familiar situations in the past. I can look closely at similarities, differences, patterns and change 	<ul style="list-style-type: none"> I can use stories to encourage discussion about fact and fiction I can compare adults talking about the past 	<ul style="list-style-type: none"> I can use a variety of evidence to find out about an event or historical period. I can compare two versions of a past event. I can discuss the reliability of photos, accounts, and stories. I can identify different ways in which the past is represented. 	<ul style="list-style-type: none"> I can look at the different representations of a period. I can suggest reasons why certain events happened as they did in history. I can explain how events from the past have helped shape our lives. I can suggest why certain people acted the way they did in history. I can identify differences between two versions of the same event. 	<ul style="list-style-type: none"> I can give reasons why there might be different accounts of history I can distinguish between different sources of information and evaluate their usefulness I can use more one source of evidence to gain a more accurate understanding of the past I understand the reasons why Britain would have been an important country to have invaded and conquered. 	<ul style="list-style-type: none"> I recognise that there are different interpretations of the same event. I understand that knowledge about the past is constructed through a range sources. I can distinguish between fact and opinion when finding evidence. I understand why there might be different accounts of history. I know that people in the past and the present might give different representations of events or ideas to persuade others. 	<ul style="list-style-type: none"> I understand the reasons why different interpretations of events may exist. I can compare accounts of events from different sources. I can evaluate historical evidence to find the most reliable sources. I can identify the reasons why there may be different accounts of history. I understand how the use of propaganda, opinion or misinformation affects our interpretation of history.

Historical Enquiry

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<p>I can question why things happen.</p> <p>I am beginning to understand how and why questions.</p> <p>I understand and can use vocabulary such as: how, why and because.</p>	<p>I can answer how and why questions about experiences and in response to stories or events.</p> <p>I understand and can use vocabulary such as: how, why, because find out, I wonder, what, if, when and why.</p>	<p>I can find answers to simple questions about the past from sources of information such as pictures and stories.</p> <p>I can find out something from the past by talking to an older person.</p> <p>I can find out about a famous person from the past and carry out some research on them.</p>	<ul style="list-style-type: none"> I can ask questions about the past. I can answer questions by using a specific source such as an information book. I can research a famous event that happens in Britain and why it has been happening for some time. I can research the life of a famous Briton from the past using different resources to help me. 	<ul style="list-style-type: none"> I can use evidence including, artefacts to build up a picture of a past event. I can use various sources of evidence to answer questions about the past. I can ask historical questions about the past. I can research differences and similarities between given periods in history. 	<ul style="list-style-type: none"> I can use a range of sources to find out about a historical period. I can research more than one version of an event and identify how they differ. I can select and record relevant information about a time period studied. I can choose relevant information to answer questions. 	<ul style="list-style-type: none"> I can choose reliable sources of evidence to answer questions. I can use a range of evidence to build up a picture of a past event. I can give more than one reason to support an historical argument. I can use text-based sources of information for historical research. I can use the library and Internet for research with increasing confidence. 	<ul style="list-style-type: none"> I understand the difference between primary and secondary sources. I can use a range of sources to learn about a past event or period e.g., archive materials, the Internet, databases, pictures, photographs, artefacts, historic buildings, visits to museums and galleries. I can investigate own lines of enquiry by posing questions to answer. I can form opinions about historical events based on evidence.