

Skill	Y1	Y2	Y3	Y4	Y5	Y6
Chronological understanding	<p>Recount changes in my own life over time. Place events on a simple timeline (naming events), adding times previously studied – timeline of my life.</p> <p>Sort artefacts and pictures with historical reference compared to present day – pictures comparing Burnham to present day (including maps).</p>	<p>Place events on a simple timeline (known dates and years), adding times previously studied: Florence Nightingale, The Gunpowder Plot and The Great Fire of London.</p> <p>Sequence artefacts and photos from different periods of time (London now and then).</p> <p>Understand that time passes in years.</p> <p>Understand the difference between events that happened in the distant past e.g. The Great Fire of London and events that happened in the recent past e.g. A family party at the weekend.</p>	<p>To place noteworthy events onto a timeline, adding times from previous historical events such as: Claudius' invasion on Britain. Use visual prompts to gain an understanding of how previous events have affected how we live today.</p> <p>Begin to introduce key historical terminology such as: sources.</p> <p>Able to timeline some historical key events.</p>	<p>Place events from period studied on timeline (including dates) and within the context of other learned time periods.</p> <p>Use terms related to the period and begin to date events.</p> <p>Continue to use more complex terms e.g., BC/AD when discussing and understanding time periods</p> <p>Understand key historical terminology linked to topics studied.</p>	<p>Place known events on a detailed timeline drawing upon different historical events from the past – placing Egyptians in sequence with other civilisations</p> <p>Recognise when and why conflicts occurred</p> <p>How technology has progressed over time – space race/rockets/WW2</p>	<p>Use key periods as reference points – BC, AD, Romans, Anglo-Saxons, Ancient civilisations. Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence (alongside comparing and contrasting) up to 10 events on a timeline – historical – life, Pangea, modern day, and their place in evolutionary history</p> <p>Family Tree of Tudor Royal family – place modern day in relation to Tudor</p>
Knowledge and understanding of past events	<p>Recognise why people did things and why events happened – events around the Queen's life.</p> <p>Introduce similarities and differences between ways of life in different periods – Victorian/medieval living to present day.</p>	<p>Recognise why events happened and what happened as a result. Florence Nightingale improvement of hospitals and rebuilding of London after the fire.</p> <p>Talk about similarities and differences between ways of life</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify similarities and differences between ways of life during the Stone</p>	<p>Use evidence to reconstruct life in time studied, looking at how people lived within their societies.</p> <p>Identify key features and events of time studied.</p> <p>Look for links in time studied, focusing on</p>	<p>Recognise how we have developed our knowledge of the past through identification of primary and secondary sources - WW2</p> <p>Recognise the causes and effects of</p>	<p>Find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied – religious changes</p>

		<p>in different periods. Comparison between now and different eras (Victorian and Tudor).</p>	<p>Age and the Romans.</p> <p>Recognise similarities and differences and make comparisons e.g., between homes, lifestyle, entertainment etc.</p> <p>Identify the reasons for change or continuity and their significance e.g., Stone Age periods – Palaeolithic, Mesolithic, and Neolithic.</p> <p>Understand the significance of sources both primary and secondary and their provenance.</p> <p>Recall, select and organise historical information.</p>	<p>how those effected modern times.</p> <p>Consider similarities and differences between the societies studied (Egyptians and Vikings).</p> <p>Offer a reasonable explanation for some events: invasions, immigration, settling.</p>	<p>British/world history on the modern world.</p>	<p>and beliefs between past and present</p> <p>Know key dates, characters and events of time studied and the impact they had on people – evolution, key events in Mount St Helens, Hurricane Katrina</p>
<p>People and changes in the past</p>	<p>Introduce what people did/what events happened – fact-file about own life events.</p> <p>Use stories to encourage children to distinguish between</p>	<p>Recognise why people did things, why events happened and what happened as a result. Expeditions and explorers: Christopher Columbus and Neil Armstrong.</p>	<p>Understand the significance of individuals (for example Claudius, Julius Ceasar, Boudicca) and why and how they acted on events, why events happened</p>	<p>Recognise why people did things, why events happened and the impact these had on the wider society and how it impacted future events.</p>	<p>Analyse the impact of the lives of significant key historical figures in different time periods – Space – Hidden Figures, Neil Armstrong (consolidating from</p>	<p>Analyse the significant turning point in British history – theory of evolution, Charles Darwin, changing of the monarchy, religions changing – Protestant and Catholic</p>

	fact and fiction and to help them remember key Historical facts – stories to describe differences/similarities from Victorian times.	Discuss how significant individuals changed the course of history. Florence Nightingale, Mary Seacole, Guy Fawkes, Neil Armstrong, and Christopher Columbus.	and what happened as a result.	Discuss how significant individuals changed the course of history (prominent Egyptian Pharaohs etc.) Recognising the significant lives of key historical figures (Howard Carter, Lord Carnarvon, Egyptian Pharaohs, Oceanic Explorers, Pirates).	Y2), Greeks – Hippocrates, Philosophical thinkers	
Historical interpretation	Use pictures and simple historical sources to develop knowledge of events. Identify ways that the past is represented and discuss photos, videos, and books – You would not want to be a Victorian school child/Daisy saves the day. Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.	Identify ways that the past is represented and introduce the reliability of evidence e.g., photos, paintings, accounts, stories. Use stories to encourage children to distinguish between fact and fiction and to support with recalling accurate historical facts (Vlad and the Great Fire of London).	Understand ways the past is represented, beginning to discuss the reliability of evidence and sources e.g., cave paintings, Stone Age tools, Roman buildings. To understand what a source is. Use stories e.g., finding of cave painting story to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.	Looking at the evidence available. Begin to identify and evaluate primary and secondary sources; evaluate the usefulness of diverse sources. Begin to use text books, online research, and develop historical knowledge. Interpretation of historical texts and the reliability of evidence especially in the light of victors recording events.	Evaluate the effectiveness of a variety of sources. Compare and critique accounts of events from diverse sources – fact/fiction/fake news – link to moon landings, is Earth flat? Offer reasons for historical events – raising their own questions surrounding this Begin to introduce bias - propaganda	Increasing familiarity of primary, secondary and tertiary sources. Link sources and work out how conclusions were arrived at – evolution, religious changes, Hiroshima (building on from WW2) Identify where bias may be present in sources. Subjectivity and objectivity. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical enquiry	Begin to ask and answer appropriate historical questions, using their growing historical knowledge.	Ask and answer appropriate historical questions whilst beginning to use evidence to justify their responses, using their growing	Have discussions about intentional historical questions, using their developing	Use a range of evidence to build up a picture of a past event. Choose relevant material to present a	Investigate their own lines of enquiry through use of different media and posing valid historical questions	Confidently recognise primary and secondary sources and the reliability Use a range of sources to find out about an aspect of

	<p>To gain and communicate their knowledge surrounding important historical figures through discussion and research – Queen Elizabeth/Victoria.</p> <p>Use simple terms to talk about the passing of time. (Before, after, now)</p> <p>Communicate their knowledge through discussion, drama, and role play, making models.</p>	<p>historical knowledge and subject specific vocabulary.</p> <p>Communicate their growing knowledge through discussion, drawing, drama, and role play, making models, writing and ICT.</p> <p>Use historical terminology, including years and dates to increase accuracy when talking about the passing of time.</p>	<p>historical knowledge.</p> <p>Begin to communicate their knowledge through discussion, debates, and written work.</p> <p>Begin to understand the influence of previous living beings and the impact it has on us today.</p>	<p>picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Communicate knowledge through discussion, debates, and written work, supporting this with child-led research (library and internet).</p>	<p>Question the effectiveness and reliability of how historical items and artefacts can be used to help build up a picture of the past.</p>	<p>past events confidently and independently</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account in an appropriate format.</p>
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