

Chronology					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- I understand and use the words past and present.</li> <li>- I use everyday words and phrases to describe the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>- I use historical words and phrases to describe the passing of time including dates and decades</li> </ul>	<ul style="list-style-type: none"> <li>- I can understand and use the term century and name specific dates.</li> </ul>	<ul style="list-style-type: none"> <li>- I can understand that the past can be divided into time periods.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe the main changes within a period of history (political, technological and cultural).</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe the main changes within a period of history and over different periods of history.</li> </ul>
<ul style="list-style-type: none"> <li>- I can sequence events and changes in my own lifetime.</li> <li>- I understand how to sequence events and artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>- I can sequence events and changes in the past.</li> <li>- I understand how to sequence events, people and artefacts in order using a scale.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- I understand what a timeline is.</li> <li>- I understand that a timeline can be divided into BC and AD/CE.</li> <li>- I use a timeline to place events I have found out about.</li> </ul>	<ul style="list-style-type: none"> <li>- I can name the century and dates of significant events from the past that I know about.</li> <li>-I can place these events approximately in the right place on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>- I can develop a timeline using an appropriate scale.</li> <li>- I can place historical events and time periods accurately on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use previous learning to inform my timeline scale.</li> <li>- I can use a timeline to demonstrate changes and developments in culture and technology.</li> </ul>

Historical Enquiry and Interpretation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- I can use books, stories, photographs, web-sites, pictures, objects, historical visits to help me find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>- I have used more than one type of source to find out about an event or a person from the past.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify a primary and secondary source and say which is more reliable.</li> </ul>	<ul style="list-style-type: none"> <li>- I can choose reliable sources of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>- I can choose reliable sources of evidence and give reasons for my decision.</li> </ul>
<ul style="list-style-type: none"> <li>- I understand how to use evidence to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand how to use evidence to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- I can look at two versions of the same event in history</li> </ul>	<ul style="list-style-type: none"> <li>- I can look at two versions of the same event in history and identify differences in the accounts.</li> </ul>	<ul style="list-style-type: none"> <li>- I know that people both now and in the past represent events or ideas in a way that persuades others.</li> <li>- I give clear reasons why there may be different accounts of history.</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> </ul>

<ul style="list-style-type: none"> <li>- I ask questions about the past. (What was it like? What was it used for? Who is it? What were they doing?)</li> <li>- I answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>-I ask questions about the past (What was it like for people in the past? What happened in the past? How long ago did an event happen?)</li> <li>-I start to answer questions about the past using evidence to help me.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use evidence to generate my own questions about the past.</li> <li>-I can confidently use evidence to help me answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>-I can follow a line of historical enquiry.</li> <li>-I can choose suitable sources of evidence for my historical enquiry and use them to support my answers.</li> </ul>	<ul style="list-style-type: none"> <li>-I can follow my own line of historical enquiry.</li> <li>- I choose reliable sources of evidence to help me answer questions giving reasons for my choices.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use sources of information to form testable hypotheses about the past.</li> <li>-I choose reliable sources of evidence to help me answer questions realising that there is often not a single answer to historical questions.</li> <li>-I can adapt and refine my line of enquiry.</li> </ul>
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Communicating Historically					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- I can share what I have found out by telling someone.</li> <li>- I can show what I have learnt through drawings, models, art, photographs and drama.</li> <li>- I can recount an event.</li> </ul>		<ul style="list-style-type: none"> <li>- I can retell an event from the perspective of having been there.</li> <li>- I can use drama to improve my understanding of a historical event.</li> <li>- I can present to others what I have found out.</li> </ul>		<ul style="list-style-type: none"> <li>- I can use my historical understanding and empathy to communicate my ideas.</li> <li>- I can communicate different viewpoints.</li> <li>- I can lead a discussion about a historical event, person or source.</li> </ul>	

Historical Vocabulary - Children will build on their previous vocabulary taught.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, recently, in ... , before, after, during, modern, old, new, youngest, oldest, younger, older, next, then, historian, historical, history, began, , diary, evidence, source, decade, chronological, artefact, event, sequence, account, recount, museum		century, BC/AD/CE, civilisation, in the ....century, in the ....decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, immigration, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion		change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, evaluate, refine, critically, democracy	