

	EYFS	Year 1	Year 2	KS1 National Curriculum	Year 3	Year 4	Year 5	Year 6	KS2 National Curriculum
Chronological understanding	<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 life or my family's.</p> <p>I can use and understand vocabulary such as: yesterday, last week, at the weekend, this morning.</p> <p>I can sort objects in to new and old.</p>	<p>I can sequence the main events in my life.</p> <p>I can sequence 3 or 4 pictures/artefacts from different periods to form a timeline.</p> <p>I can match objects to people of different ages.</p> <p>I can sort objects into now and then.</p> <p>I can use and understand vocabulary such as historian, now, then, years,a long time ago, x years ago.</p>	<p>I can recount and sequence the main events in my life.</p> <p>I can sequence historical events or more than 4 photos/artefacts on a timeline between two dates.</p> <p>I can recount and sequence the main events in the life of a famous person.</p> <p>I can use and understand vocabulary such as order, chronological, before, after, timeline, born, died, changes</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p>	<p>I can place myself on a timeline.</p> <p>I can place the periods I have studied on a timeline</p> <p>I am beginning to use BCE/CE, Year 0</p> <p>I can use the vocabulary: prehistory, civilisation and century</p> <p>I can use 2 or 3 dates.</p>	<p>I can place myself on a timeline</p> <p>I can place events studied on a timeline.</p> <p>I can use BCE/CE/ Year 0</p> <p>I can use the vocabulary: century, civilisation, empire</p> <p>I can place 3 or 4 dates on a timeline.</p>	<p>I can place myself on a timeline.</p> <p>I can place events studied on a timeline.</p> <p>I can begin to relate events and periods studied to others .</p> <p>I can label a timeline with BCE/CE/Y0.</p> <p>I can confidently use the words empire and civilisation.</p> <p>I can start to understand the concept of a peasant and parliament .</p> <p>I can place 4 dates on a timeline.</p>	<p>I can place myself on a timeline</p> <p>I can relate events and periods studied to others</p> <p>I can confidently use BCE/CE/Y0/decade/century.</p> <p>I can confidently use the word empire.</p> <p>I can use the word 'peasant' and parliament.</p> <p>I can sequence up to 10 dates on a timeline.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>
Historical Enquiry (continuity and change between periods; cause and consequence; similarity and difference; significance of events or people)	<p>I can answer 'how' and why questions about my own experience.</p> <p>I can use my knowledge and explain things that I have experienced or seen.</p> <p>I can begin to communicate my findings</p> <p>I can begin to interpret and explain.</p>	<p>I can find answers to simple questions about the past from sources of information (photos, videos, stories).</p> <p>I can observe and handle evidence.</p> <p>I can look closely at similarities and differences between artefacts.</p> <p>I can communicate my findings through discussions, ICT, role play or drawings.</p>	<p>I can carefully observe pictures/objects to find out information from the past.</p> <p>I can ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p> <p>I can communicate my findings confidently through discussions, role play, drawings, ICT and writing.</p> <p>I can identify similarities and differences between ways of life/compare two versions of a past event or two people's lives from a similar time period.</p>	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p>	<p>I can start suggesting historically-valid questions about a time period or a historical source.</p> <p>I can use a range of sources to find out about the period studied - including starting to use the library and the internet.</p> <p>I can start using the terms primary source and secondary source</p> <p>I can observe small details (artefacts, photos etc).</p> <p>I can select and record information relevant to an enquiry question.</p> <p>I can present my findings in writing (sentences - as well as pictures, role play, ICT).</p> <p>I can compare period studied with our life today.</p> <p>I can begin to compare aspects of life in time periods.</p>	<p>I can suggest historically-valid questions about a time period or a historical source.</p> <p>I can use a range of sources to find out about the period studied - including starting to use the library and the internet.</p> <p>I can sometimes use the terms primary source and secondary source correctly</p> <p>I can use evidence to reconstruct life in the period studied.</p> <p>I can identify the key features and events of the period studied.</p> <p>I can select and record information relevant to an enquiry question.</p> <p>I can communicate my historical findings</p> <p>I can compare aspects of life in different periods.</p> <p>I can explain more than one cause and more than one effect of an event in the past.</p>	<p>I can ask a variety of historically-valid and relevant questions about a period, individual or source.</p> <p>I can begin to answer historical questions including my own.</p> <p>I can use a range of sources (including the internet, the library and primary sources) to find out about a particular event or significant individual in/from the past.</p> <p>I can select and record information relevant to an enquiry question.</p> <p>I understand the difference between a primary and a secondary source.</p> <p>I can use evidence to reconstruct life in the period studied</p> <p>I can communicate my historical findings in a variety of ways</p> <p>I can compare either of the following: aspects of life in one time period with another; the features of the 'start' and of the 'end' of the unit.</p> <p>I can examine the causes and effects of historical events.</p>	<p>I can ask a variety of historically-valid and relevant questions about a period, individual or source.</p> <p>I can use a range of sources (including the internet, the library and primary sources) to find out about a particular event significant individual in/from the past - and answer historical questions including some of my own.</p> <p>I can confidently use the terms primary and secondary source.</p> <p>I can use a range of evidence to reconstruct life in the period studied</p> <p>I can compare the beliefs/behaviours of one time period with another one studied.</p> <p>I can communicate my historical findings in a variety of ways.</p>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>
Historical Interpretation and Knowledge	<p>I can make observations and explain why things have happened.</p> <p>I can look closely at at similarities, differences, patterns and change.</p> <p>I can recount events from my own past saying what has happened.</p>	<p>I can use stories and pictures/photographs/artefacts to distinguish between fact and fiction.</p> <p>I can recount main events from a significant part of my own/family's history and talk about change.</p> <p>I can identify changes over time.</p> <p>I can talk about important people from the past.</p> <p>I can talk, write or draw about past and present using common words and phrases relating to the passing of time such as: past, change/s, now, then, here, future, along time ago, x years ago, regin, modern, parent/grandparent, monarchy, monarch,</p>	<p>I can suggest plausible reasons why change has occurred over time, why people might have done things and why events might have happened.</p> <p>I can identify different ways in which we might find out about the past and understand how these are different from each other.</p> <p>I can name significant individuals from the past and explain why they are famous.</p> <p>I can recount stories and significant events in history.</p> <p>I can make comparisons between the lives of two famous people from a similar time.</p> <p>I can use a wide vocabulary of everyday historical terms such as: century, change, chronology, explorer, invade/invasion, evidence, artefact, compare,significant, ancient, before/after, famous, impact</p>	<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p>	<p>I can begin to understand how historians/archaeologists find out about the past.</p> <p>I can identify reasons for- and results of - people's actions in the period studied.</p> <p>I can use the historical terms on my knowledge organiser.</p>	<p>I can consolidate my understanding of how historians build up a picture of the past.</p> <p>I can begin to evaluate the usefulness of a historical source.</p> <p>I can suggest a plausible explanation for the features and events of period studied.</p> <p>I can use historical vocabulary from previous units (see above).</p> <p>I can use the historical terms on my knowledge organiser.</p>	<p>I understand how historians build up a picture of the past.</p> <p>I can compare accounts of an event/an individual from different sources (fact/opinion).</p> <p>I can evaluate the usefulness of a historical source and begin to offer plausible explanations for different versions of events.</p> <p>I know most of the dates and/or names of significant events/individuals related to this period (see KO).</p> <p>I am starting to understand that people in the past had different feelings/experiences.</p> <p>I can use the historical terms on my knowledge organiser.</p>	<p>I can link sources and work out how conclusions were reached (eg - Emily Wilding Davison: did she or did she not mean to throw herself in front of the king?).</p> <p>I am aware that different evidence will lead to different conclusions.</p> <p>I know the dates and/or names of significant events/individuals related to this period (see KO).</p> <p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings (eg contrasting images of Windrush Immigrants).</p> <p>I can use the historical terms on my knowledge organiser.</p>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children should note connections, contrasts and trends over time.</p> <p>Pupils should develop the appropriate use of historical terms.</p>