

Chronological Understanding	Range and Depth of Historical Knowledge	Historical Interpretations	Historical Enquiry	Organising and Presenting	Key
Remember significant events in their own life.	Describe some simple similarities and differences between artefacts.	Beginning to develop an understanding of the past through books read in class.	Beginning to understand how and why questions.	Use simple ways of recording their learning about the past e.g. labelling pictures and photographs.	<div style="text-align: center;"> <div style="background-color: #f08080; padding: 2px; margin-bottom: 2px;">EYFS</div> <div style="background-color: #fff2cc; padding: 2px; margin-bottom: 2px;">Y1</div> <div style="background-color: #ffff00; padding: 2px; margin-bottom: 2px;">Y2</div> <div style="background-color: #ffcc00; padding: 2px; margin-bottom: 2px;">Y3</div> <div style="background-color: #ccccff; padding: 2px; margin-bottom: 2px;">Y4</div> <div style="background-color: #66b3ff; padding: 2px; margin-bottom: 2px;">Y5</div> <div style="background-color: #00ff00; padding: 2px;">Y6</div> </div> 
Sequence events within living memory	Find out about people and events.	Begin to identify different ways to represent the past e.g. photos or adults talking about the past.	Find answers to some simple questions about the past from simple sources of information.	Use fiction and non fiction writing to convey their understanding of the period or person studied.	
Place known events and objects in chronological order.	Use collections of artefacts and describe their similarities and differences.	Compare pictures or photographs of people or events in the past.	Sort artefacts from then and now.	Use historical terms such as parliament, government, war	
Use common words and phrases relating to the passing of time e.g. first, next, then	Use drama to develop-, empathy and understanding e.g. hot seating.	Be able to identify different ways to represent the past (fact and fiction) e.g. Samuel Pepys' Diary	Ask and answer questions related to different sources and objects.	Use and understand appropriate historical vocabulary e.g. Iron age, Stone Age,	
Sequence events from past to modern day.	Find out about everyday lives of people during the Roman timest and make comparisons with our lives today.	Compare two different versions of the past e.g. Samuel Pepys Diary with a newspaper report.	Use different sources and objects to ask and answer questions e.g. who, why, what, how	Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama	
Put people and events studied into a basic timeline.	Identify reasons for and results of people's actions.	Identify and give reasons for different ways in which the past is represented.	Start to use a range of resources e.g. non fiction, books etc	Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned	
Identify similarities and differences between ways of life in different periods of history.	Use evidence to reconstruct life during viking times.	Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons	Use a range of sources to find out about a period.	Begin to use abstract terms such as social, economic, cultural, revolution.	
Place stone age, bronze age and iron age on a timeline.	Offer a reasonable explanation for events that have been studied.	Evaluate the usefulness of different resources.	Select and record information relevant to the area of enquiry.	Present, communicate and organise ideas about the past using detailed discussions and debates and also different genres of writing such as instructions.	
Sequence key events and dates on a timeline	Study the experiences of different groups of people in London men/women, rich/poor	Understand that resources can contradict each other.	Begin to use the library and IT for research.	Provide an account of a historical event based upon more than one source.	
Use terms related to the period and begin to date events.	Find out about beliefs, behaviors and characteristics of people recognizing that not everybody shares the same views and feelings.	Compare accounts of events from different sources.g. Fact or fiction.	Use sources of information in ways that go beyond simple observations to answer questions about the past.	Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation	
Use more complex terms e.g BCE (before common era) and CE (common era)		Offer some reasons for different versions of the same events.e.g. A Suffragette campaigning vs a policeman at the campaign	Use a variety of resources to find out about out about aspects of life in the past.	Plan and present a self directed project about WWII	
Place Anglo Saxons/vikings and Ancient Egypt on a timeline in relation to events they have already studied.		Evaluate sources and work out how conclusions were arrived at.	Use the library and IT for research.		
Use relevant terms and period labels.		Evaluate different interpretations e.g. fact, fiction and opinion.	Choose relevant material to present a picture of one aspect of the past		
Relate current studies to previous studies.		Be aware that different evidence will lead to different conclusions.	Examine causes and results of great events and the impact on people.		
Sequence upto ten events on a timeline.			Compare an aspect of life with the same aspect of another period e.g. school life		
			Begin to identify primary and secondary sources.		
			Confident use of library and IT.		
			Address and sometimes devise historically valid questions about change, cause, similarity and differences.		
			Construct informed responses that involve thoughtful selection and organisation of relevant historical information.		
			Recognise primary and secondary sources.		