|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Skill** | **YR** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Chronological understanding** |  | • Sequence events in their life  • Sequence 3 or 4 artefacts from distinctly different periods of time  • Match objects to people of different ages | • Sequence artefacts closer together in time - check with reference book  • Sequence photographs etc. from different periods of their life  • Describe memories of key events in lives | • Place the time studied on a time line  • Use dates and terms related to the study unit and passing of time  • Sequence several events or artefacts | • Place events from period studied on time line  • Use terms related to the period and begin to date events  • Understand more complex terms eg BC/AD | • Know and sequence key events of time studied  • Use relevant terms and period labels  • Make comparisons between different times in the past | • Place current study on time line in relation to other studies  • Use relevant dates and terms  • Sequence up to 10 events on a time line |
| **Skill** |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Range and depth of historical knowledge** |  | • Recognise the difference between past and present in their own and others’ lives  • They know and recount episodes from stories about the past | • Recognise why people did things, why events happened and what happened as a result  • Identify differences between ways of life at different times | • Find out about every day lives of people in time studied  • Compare with our life today  • Identify reasons for and results of people's actions  • Understand why people may have wanted to do something | • Use evidence to reconstruct life in time studied  • Identify key features and events of time studied  • Look for links and effects in time studied  • Offer a reasonable explanation for some events | • Study different aspects of different people - differences between men and women  • Examine causes and results of great events and the impact on people  • Compare life in early and late 'times' studied  • Compare an aspect of lie with the same aspect in another period | • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  • Compare beliefs and behaviour with another time studied  • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  • Know key dates, characters and events of time studied |
| **Skill** |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Interpretations of history** |  | • Use stories to encourage children to distinguish between fact and fiction  • Compare adults talking about the past – how reliable are their memories? | • Compare 2 versions of a past event  • Compare pictures or photographs of people or events in the past  • Discuss reliability of photos/ accounts/stories | • Identify and give reasons for different ways in which the past is represented  • Distinguish between different sources – compare different versions of the same story  • Look at representations of the period – museum, cartoons etc | • Look at the evidence available  • Begin to evaluate the usefulness of different sources  • Use text books and historical knowledge | • Compare accounts of events from different sources – fact or fiction  • Offer some reasons for different versions of events | • Link sources and work out how conclusions were arrived at  • 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 |
| **Skill** |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Historical enquiry** |  | • Find answers to simple questions about the past from sources of information e.g. artefacts. | • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. | • Use a range of sources to find out about a period  • Observe small details – artefacts, pictures  • Select and record information relevant to the study  • Begin to use the library and internet for research | • Use evidence to build up a picture of a past event  • Choose relevant material to present a picture of one aspect of life in time past  • Ask a variety of questions  • Use the library and internet for research | • Begin to identify primary and secondary sources  • Use evidence to build up a picture of a past event  • Select relevant sections of information  • Use the library and internet for research with increasing confidence | • Recognise primary and secondary sources  • Use a range of sources to find out about an aspect of time past  • Suggest omissions and the means of finding out  • Bring knowledge gathered from several sources together in a fluent account |
| **Skill** |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Organisation and communication** |  | • Communicate their knowledge through: Discussion…. Drawing pictures… Drama/role play.. Making models….. Writing.. Using ICT… | | | • Recall, select and organise historical information  • Communicate their knowledge and understanding. | | • Select and organise information to produce structured work, making appropriate use of dates and terms. |