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|  | **Chronological Awareness** | **Knowledge and Understanding** | **Historical Contexts** | **Organise, Evaluate and Communicate Information** |
| **3&4 years** | * Begin to make sense of their own life-story and family’s history.
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| **Rec** |  | * Compare and contrast characters from stories, including figures from the past.
 | * Comment on images of familiar situations in the past
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| **ELG**  |  | * Talk about the lives of people around them and their roles in society.
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
 | * Understand the past through settings, characters and events encountered in books read in class and storytelling
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| **Year 1** | * Sequence some events or 2 related objects in order of time.
* Use words and phrases: old, new, now, then and yesterday.
* Remember part of stories and
* memories about the past.
 | * Tell the difference between past and present in their own lives and other people lives.
* Listen to eye-witness accounts from grandparents.
* Begin to suggest why something might be different.
 | * Begin to identify and recount some details from the past from pictures and stories.
* Find answers to simple questions about the past by using source material.
* Discover about the past through role play/drama.
 | * Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.
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| **Year 2** | * Recount changes in own life over time. Put 3 people, events or objects in order using a given scale.

**History Skills Progression Document*** Use words and phrases: related to topic vocabulary to do with time.
 | * Use a range of sources to describe differences between then and now. Recount main events from a significant time in history.
* Use evidence to explain reasons why people acted the past as they did.
 | * Look carefully at pictures, eyewitness accounts or objects to find information about the past.
* Ask questions about the source material.
* Say how features of the period influence how events are treated.
 | * Write simple stories and recounts about the past.
* Draw labelled diagrams and write about them to tell others about people, objects and events from the past
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| **Year 3** | * Use timelines to place events in Order.
* Understand timelines can be divided in BC and AD Use words and phrases:
 | * Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor.
* Use evidence to find out how any of these may have changed during a time period.
* Suggest reasons for why there were differences between periods.
 | * Use a range of source material including visits to collate information about the past. Identify the difference between fact and opinion.
* Look at 2 different versions of the same event and viewpoints and identify differences in the accounts.
 | * Present findings about past using speaking, writing, ICT and drawing skills.
* Use dates and vocabulary related to topic accurately. Suggest different ways of presenting information for different purposes.
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| **Year 4** | * Name and place dates of significant events of the period on a timeline.
* Place certain topics on a timeline showing understanding of BC, AD.
* Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period.
 | * Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences.
* Describe how some of the past events affect life today
 | * Understand the difference between primary and secondary sources.
* Give reasons why there may be different accounts of history looking at propaganda.
* Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions.
 | * Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.
* Use dates and subject specific words such as monarch, settlement and invader accurately.
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| **Year 5**  | * Sequence historical periods. Identify changes within and across historical periods.
* Use words and phrases: vocabulary relating to specific periods – Industrial Revolution, Reformation, Renaissance etc.
 | * Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.
* Give short term cause and consequence of the main events, situations and changes in the period studied.
* Identify changes and links within and across the time periods studied.
 | * Question reliability of source material and can give reasons why something is or is not reliable.
* Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts.
* Know that people can represent events or ideas in ways that persuade others - bias and propaganda.
 | * Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience.
* Use dates and terms correctly.
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| **Year 6**  | * Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point.
* Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion.
* Use words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, cold war.
 | * Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status.
* Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics.
* Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.
 | * Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion.
* Form own opinions about historical events from a range of sources.
* Select the most appropriate source material, using primary and secondary, for a particular task.
 | * Present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagram).
* Their recording reflects the skill being taught. Makes accurate use of specific dates and terms.
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