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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. | |  |  |
| **Rec** |  | * Compare and contrast characters from stories, including figures from the past. | * Comment on images of familiar situations in the past | |
| **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 |  |
| **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. |
| **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 |
| **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. |
| **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. |
| **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. |
| **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. |