

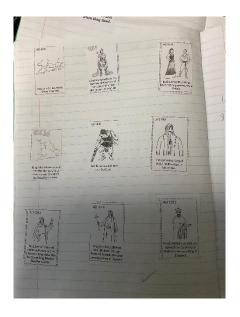
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical	Be curious about	Answer 'how' and	Observe and use	Start to understand	Look at two versions of	Look at two versions of	Find and analyse a	Find and analyse a
	people and show	'why' questions in	pictures,	that there can be	the same event or	the same event or	wide range of evidence	wide range of evidence
Interpretatio	interest in stories.	response to stories or	photographs and	different versions of	story in history and	story in history and	about the past.	about the past.
ns		events.	artefacts to find out	the same event from	identify differences.	identify differences.		
	Use talk to connect		about the past.	the past			Use a range of	Use a range of
	ideas, explain what is	Explain own	C 1		Investigate different	Investigate different	evidence to offer some	evidence to offer some
	happening and	knowledge and	Start to compare	Observe and use	accounts of historical	accounts of historical	clear reasons for	clear reasons for
	anticipate what might	understanding, and ask	two versions of past	pictures, photographs and artefacts to find	events and be able to	events and be able to	different	different
	happen next, recall	appropriate questions.	events	out about the past.	explain some of the reasons why the	explain some of the reasons why the	interpretations of events, linking this to	interpretations of events, linking this to
	and relive past	appropriate questions.	Start to know that	out about the past.	accounts may be	accounts may be	factual understanding	factual understanding
	experiences.		there are different	Start to use stories or	different.	different.	about the past.	about the past.
			types of evidence	accounts to distinguish	unierent.	unierent.	about the past.	about the past.
			and sources, such as	between fact and	Begin to understand	Understand some of	Consider different	Consider different
			photographic and	fiction.	some of the ways in	the ways in which	ways of checking the	ways of checking the
			written, that can be	netion.	which historians and	historians and others	accuracy of	accuracy of
			used to help	Know that there are	others investigate the	investigate the past.	interpretations of the	interpretations of the
			represent the past.	different types of	past.	investigate the past.	past.	past.
			represent the past	evidence and sources,	pasti		pasti	pasti
				such as photographic			Start to understand	Understand the
				and written, that can			the difference	difference between
				be used to help			between primary and	primary and secondary
				represent the past.			secondary evidence	evidence and to
							and start to question	question its reliability.
							its reliability.	
								Know that people in
							Continue to develop	the past represent
							their understanding of	events or ideas in a
							how historians and	way that may be to
							others investigate the	persuade others.
							past.	
								Continue to develop
								their understanding of
								how historians and
								others investigate the
								past.
								Show an awareness of
								the concept of
								propaganda.

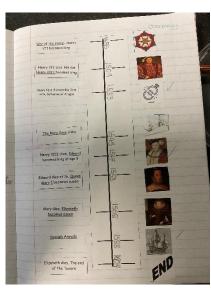


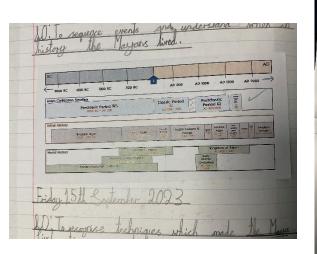
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Question why things	Know that information	Observe or handle	Observe or handle	Use a range of primary	Use a range of primary	Recognise when they	Make conscious
happened & give	can be retrieved from	evidence to ask	evidence to ask simple	and secondary sources	and secondary sources	are using primary and	choices when using
explanations.	books and computers.	simple questions	questions about the	to find out about the	to find out about the	'	primary and secondary
		about the past.	past.	past.	past;		sources of information
						investigate the past.	to investigate the
			Observe or handle				past.
			evidence to find			0	
			answers to simple		. ,		Use a wide range of
			questions about the				different evidence to
		past.	past on the basis of		U		collect evidence about
			simple observations.				the past, such as ceramics, pictures,
		Sort some		5	0	· ·	documents, printed
							sources, posters,
				information.	information,		online material,
			. ,	Gather more detail	Gather more detail		photographs,
			features of events.				artefacts, historic
				maps to build up a	maps to build up a	sculptures, historic	statues, figures,
				clearer picture of the	clearer picture of the	sites.	sculptures, historic
				past.	past;		sites.
			objects/arteracts into new and old and then and now.			Select relevant	
				Regularly address and	Regularly address and	sections of information	Select relevant
				sometimes devise own	sometimes devise own	to address historically	sections of information
				questions to find	questions to find	valid questions and	to address historically
					answers about the	,	valid questions. and
				past.	past.	informed responses.	construct detailed,
							informed responses.
				0		5	Investigate their own
				their own research.	research.		lines of enquiry by
							posing historically valid
						questions to answer.	questions to answer.
	Question why things	Question why thingsKnow that informationhappened & givecan be retrieved from	Nursery Reception Year 1 Question why things Know that information Observe or handle happened & give can be retrieved from evidence to ask	NurseryReceptionYear 1Year 2Question why things happened & give explanations.Know that information can be retrieved from books and computers.Observe or handle evidence to ask simple questions about the past.Observe or handle evidence to find answers to simple 	NurseryReceptionYear 1Year 2Year 3Question why things happened & give explanations.Know that information can be retrieved from books and computers.Observe or handle evidence to ask simple questions about the past.Observe or handle questions about the past.Use a range of primary and secondary sources to find out about the past.Observe or handle evidence to find answers to simple questions about the past.Observe or handle evidence to find answers to simple questions about the past.Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.Sort some objects/artefacts into new and old and then and now.Use evidence to explain the key features of events.Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.Sort some objects/artefacts into new and old and then and now.Sort some objects/artefacts into new and old and then and now.Gather more detail from sources such as maps to build up a clearer picture of the past.	Question why things happened & give explanations.Know that information can be retrieved from books and computers.Observe or handle evidence to ask simple questions about the past.Observe or handle evidence to ask simple questions about the past.Use a range of primary and secondary sources to find out about the past.Use a range of primary and secondary sources to find out about the past.Use a range of primary and secondary sources to find out about the past.Observe or handle evidence to find answers to simple questions about the past.Observe or handle evidence to find answers to simple questions about the past.Observe or handle evidence to find answers to simple questions about the past.Use a range of primary and secondary sources to find out about the past.Use a range of primary and secondary sources to find out about the past.Use a range of primary and secondary sources to find out about the past.Sort some objects/artefacts into new and old and then and now.Observe or handle evidence to explain the key features of events.Use evidence to explain the key features of events.Construct informed responses about one argent of the past.Sort some objects/artefacts into new and old and then and now.Sort some objects/artefacts into new and old and then and now.Use arange of primary and secondary sources through careful selection and organisation of relevant historical information.Gather more detail from sources such as maps to build up a career picture of the past.Begin to undertake past.Undertak their own </td <td>NurseryReceptionYear 1Year 2Year 3Year 4Year 5Question why things happend & give explanations.Know that information can be retrieved from books and computers.Observe or handle evidence to ask about the past.Observe or handle evidence to ask about the past.Use a range of primary and secondary sources to find out about the past.Use a range of primary and secondary sources to find out about the past.Recognise when they are using primary and secondary sources of information to investigate the past.Observe or handle evidence to find answers to simple questions about the past.Observe or handle evidence to find answers to simple questions about the past.Observe or handle evidence to find answers to simple questions about the past.Observe or handle evidence to find answers to simple questions about the past.Construct informed responses about one aspect of life or a key event in the past information.Use a vide range of answers to simple questions about the past.Construct informed responses about one aspect of life or a key event in the past information.Use a vide range of answers to simple questions about the past.Construct informed responses about one aspect of life or a key event in the past information.Use a vide range of answers about the past.Sort some objects/artefacts into new and old and then and now.Use evidence to explain the key features of events.Construct informed responses to simple questions to find answers about the past.Regularly address and sometimes devise own quest</td>	NurseryReceptionYear 1Year 2Year 3Year 4Year 5Question why things happend & give explanations.Know that information can be retrieved from books and computers.Observe or handle evidence to ask about the past.Observe or handle evidence to ask about the past.Use a range of primary and secondary sources to find out about the past.Use a range of primary and secondary sources to find out about the past.Recognise when they are using primary and secondary sources of information to investigate the past.Observe or handle evidence to find answers to simple questions about the past.Observe or handle evidence to find answers to simple questions about the past.Observe or handle evidence to find answers to simple questions about the past.Observe or handle evidence to find answers to simple questions about the past.Construct informed responses about one aspect of life or a key event in the past information.Use a vide range of answers to simple questions about the past.Construct informed responses about one aspect of life or a key event in the past information.Use a vide range of answers to simple questions about the past.Construct informed responses about one aspect of life or a key event in the past information.Use a vide range of answers about the past.Sort some objects/artefacts into new and old and then and now.Use evidence to explain the key features of events.Construct informed responses to simple questions to find answers about the past.Regularly address and sometimes devise own quest

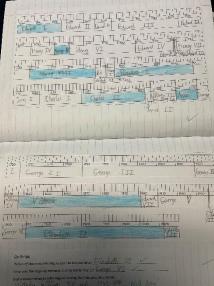


	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Talk about past and present events in their own lives.	Talk about past and present events in their own lives and in lives of family members. Use every day language related to time. Order and sequence familiar events. Describe main story settings, events and principal characters.	Sequence pictures from different periods; Describe memories and changes that have happened in their own lives; Begin to use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.	Sequence artefacts and events that are close together in time. Order dates from earliest to latest on simple timelines. (Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Accurately use dates and terms to describe historical events.	Order events from current studies on a timeline, in relation to events from other studies. Accurately use dates and terms to describe historical events. Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.













	Nursery Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding of Events and People in the Past	NurseryReceptionialk about past and present events in their own lives.Talk about past and present events in their own lives and in the lives of family members.	Year 1Begin to know and recount episodes from stories and significant events in history;Understand that there are reasons why people in the past acted as they did;Describe significant individuals from the past.	Year 2 Know and recount episodes from stories and significant events in history. Understand that there are reasons why people in the past acted as they did, and be able to explain these in detail. Describe significant individuals from the past and understand why they were significant.	Year 3 Find out about the everyday lives of people in time studied compared with our life today; Explain how people and events in the past have influenced life today; Identify key features, aspects and events of the time studied. Begin to recognise that there are connections and contrasts between aspects of history, people, events and artefacts studied.	Year 4 Find out about the everyday lives of people in time studied compared with our life today. Explain how people and events in the past have influenced life today. Identify key features, aspects and events of the time studied. Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Year 5 Identify and note connections, contrasts and trends over time in the everyday lives of people. Begin to use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Year 6 Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Presenting, Organising and Communicating	Retrieve and use marks they can interpret and explain.	Retrieve and use marks they can interpret and explain.	Talk, write and draw about things from the past; Use historical vocabulary to retell simple stories about the past.	Talk, write and draw about things from the past. Use historical vocabulary to retell simple stories about the past.	Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies). Start to present ideas based on their own research about a studied period.	Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); Start to present ideas based on their own research about a studied period.	Present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives. Plan and present a self-directed project or research about the studied period.	Present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives. Plan and present a self- directed project or research about the studied period. Select and organise information to produce structured work, making appropriate use of dates and terms.



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Substantive Concepts and Historical Vocabulary	Start to show some basic understanding of substantive concepts	Start to show some basic understanding of substantive concepts. Talk about things from the past using some vocabulary relating to the passing of time.	Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; Talk and write about things from the past using some historical vocabulary.	Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society. Talk and write about things from the past using some historical vocabulary.	Build on prior knowledge to start to gain further understanding of substantive concepts; Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. (Build on prior knowledge to start to gain further understanding of substantive concepts; Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information	Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts. Start to recognise that some concepts, such as technology, will be different across different periods of history. Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.	Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts. Start to recognise that some concepts, such as technology, will be different across different periods of history. Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.	