

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge and understanding of past events, people and changes in the past.</p> <p><u>Cause and consequence</u> -How historians make judgements about why an event occurred, or the consequences of an event.</p> <p><u>Change and continuity</u> How historians make judgements about the extent, nature or pace of change across time.</p> <p><u>Similarities and differences.</u> How historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period.</p> <p><u>Historical significance</u> How historians and others ascribe significance to historical people or events.</p> <p><u>Sources and evidence.</u> How historians use sources to make claims about the past.</p>	<p>Look closely at similarities and differences, patterns and change.</p> <p>Question why things happen and give explanations</p> <p>Know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>Recognise and describe special times or events for family or friends.</p>	<p>Tell the difference between past and present in own and other people's lives</p> <p>Begin to recount main events from a significant period in history.</p> <p>Begin to explain cause and consequence.</p> <p>Begin to make simple observations about different types of people, events and beliefs in society.</p>	<p>Uses information to describe the past.</p> <p>Uses information to describe differences and similarities between then and now.</p> <p>Recounts main events from a significant in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did and what the consequences were.</p> <p>Make simple observations about different types of people, events and beliefs in society.</p>	<p>Begin to describe and make links between main events, situations and changes within and across different periods and societies.</p> <p>Begin to identify and give reasons for, results of, historical events, situations and changes.</p> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects.</p> <p>Shows changes on a timeline</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p>

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretation		Begins to identify and recount some details from the past from sources (eg. pictures, stories)	Looks at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. Identify different ways the past is represented.	Looks at 2 versions of same event and identifies differences in the accounts.	Gives reasons why there may be different accounts of history.	Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.

Historical Enquiry

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Be curious about people and show interest in stories.</p> <p>Answer 'how' and 'why' questions in response to stories and events.</p> <p>Explain own knowledge and understanding, and asks appropriate questions.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Record using marks they can interpret and explain.</p>	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p> <p>Asks and answers questions.</p> <p>Understands some ways of finding out about the past</p>	<p>Looks carefully at pictures or objects to find information about the past.</p> <p>Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',</p> <p>Estimates the ages of people by studying and describing their features.</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'how did people? What did people do for?'</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'what was it like for a during?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and communication	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.	Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes.	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader.	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • 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.