

<a href="#">Chronological understanding</a>	<a href="#">Historical enquiry</a>	<a href="#">Historical interpretations</a>	<a href="#">Organisation and communication</a>	<a href="#">Understanding of events, people and changes</a>
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Area	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	30-50: Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Developing an understanding of growth, decay and changes over time.	Children talk about past and present events in their own lives and in the lives of family members.	Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time.	Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.	Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary.	Place some historical periods in a chronological framework. Use historic terms related to the period of study.	Use dates to order and place events on a timeline.	
Historical enquiry	30-50:		Find answers to some	Ask and answer		use sources of information in	Compare sources of	Address and sometimes

	<p>Comments and asks questions about aspects of their familiar world such as the place where they live. Talks about why things happen and how things work.</p>		<p>simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past.</p>	<p>questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p>ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past.</p>	<p>information available for the study of different times in the past.</p>	<p>devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. make confident use of a variety of sources for</p>
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								independent research.
Historical interpretations			Relate his/her own account of an event and understand that others may give a different version.	Describe changes within living memory and aspects of changes in national life. Describe events beyond living memory that are significant nationally or globally e.g the Great Fire of London. Describe significant historical events, people and places in his/her own locality.		Understand that sources can contradict each other.	Make comparisons between aspects of periods of history and the present day. Understand that the types of information available depends upon the period of time studied. Evaluate the usefulness of a variety of sources.	
Organisation and communication			Talk, draw or write about aspects of the past.	Use a wide vocabulary of everyday historical terms. Speak about how he/she has found out		Communicate his/her learning in an organised way, using appropriate terminology.	Present finding and communicate knowledge and understanding in different ways.	

				about the past. Record what he/she has learned by drawing and writing.			provide an account of a historical event based on more than one source.	
Understanding of events, people and changes			Understand the key features of events. Identify some similarities and differences between ways of life in different periods. (Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different	Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Mary Seacole, Florence Nightingale and Edith Cavell.	Describe changes in Britain from the Stone Age to the Iron Age. Describe the Roman Empire and its impact on Britain.	Describe Britain's settlement by the Anglo-Saxons and Scots. Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Give some reasons for some important historical events. Use evidence to support arguments. Describe the achievements of the earliest civilizations- an overview of where and when the first civilisations appeared and a depth study of one: Ancient Egypt. Describe a non-European society that contrasts with British history-	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. Note connections, contrasts and trends over time and show developing appropriate use of

			periods e.g. Christopher Columbus and Neil Armstrong.)				Benin (West Africa) c. AD 900-1300.	historical terms. use evidence to support arguments. Describe a local history study. Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. Describe a study of Ancient Greek life and achievements and their influence on the western world.
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**Skills overview (History)**

**Recognise**  
**Identify**  
**Describe**  
**Observe**  
**Select**  
**Categorise**  
**Classify**  
**Sequence**  
**Compare and contrast**  
**Recall**

**Reason/speculate**

**Summarise**

**Synthesise**

**Explain**

**Demonstrate understanding**

**Empathise**

**Reach informed conclusions**

**Make reasoned judgements**

**Justify**

**Apply**

**Evaluate**

**Critique**

**Hypothesise**

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