**History: Historical Enquiry**

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| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| generate and ask questions (who, what, where, what, why & how) and find answers with support | use a source to generate and ask questions (who, what, where, what, why & how) and find answers | use a range of sources (primary and secondary) to find out about a period | use evidence and a range of sources (primary and secondary) to build up a picture of a past event | begin to identify primary and secondary sources independently | recognise primary and secondary sources independently |
| sort artefacts into ‘then’ and ‘now’ | use as wide a range of sources as possible | make observations using small details (pictures, artefacts) | select relevant material to present a picture of one aspect of life in the period | use evidence to build up a picture of life in the time period studied | use a range of sources to find out about aspects of period studied |
| begin to build a simple timeline | sequence a collection of artefacts | select and record information relevant to their study | generate and ask a wide variety of questions | select relevant sections of information to inform their own research | identify omissions in their knowledge and suggest means of finding out |
| use as wide a range of sources as possible | build a timeline | begin to use sources to conduct their own research | use sources to conduct their own research | confidently use a range of sources to conduct research | gather knowledge from several sources to create a fluent account |
| to ask and answer questions related to different sources and objects | discuss the effectiveness of sources | ask questions (who, what, where, what, why & how) and find answers |  |  |  |

**History: Chronology**

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| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| sequence events or objects in chronological order (in living memory) | sequence events (beyond living memory) | place a time period studied on a timeline | place events from time period studied on a timeline | know and sequence key events of time period studied | place current period of study on timeline in relation to previous time periods studied |
| describe memories of key events in their lives | sequence artefacts closer together in time | sequence events or artefacts | use terms related to the period and begin to date events | use relevant terms and labels for the period | use relevant dates and times accurately |
| sequence photos etc. from different periods of their life | sequence photos etc. from different periods of their life and before | use dates and time language related to the passing of time | understand more complex terms including BCE/CE | relate current studies to previous time periods studied | sequence up to ten events on a timeline |
| begin to use chronological language to order events within living memory | describe memories of key events in their lives using chronological language |  |  | make comparisons between different periods in history |  |

**History: Range & Depth of Historical Knowledge**

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| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| begin to find out about people and events in other times | find out about people and events in other times | find out about everyday lives of people in the time period studied | use evidence to reconstruct life in the period of time studied | study different aspects of life of different people (including differences between men and women) | find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings |
| begin to describe similarities and differences between artefacts | confidently describe similarities and differences between collections of artefacts | compare daily life of historical figures with our life today | identify key features and events in the period studied | examine causes and effects of great events and their subsequent impacts on people | compare beliefs and behaviour with another period studied |
| through drama and discussion, understand why people did things in the past | through drama and discussion, develop empathy and understanding of historical figures | identify reasons for and results of people’s actions in the period studied | looks for links within, and effects of, events in the period studied | compare life in early and late times of the period studied (changes) | write an alternative explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation |
|  | use a range of sources to find out characteristic features of the past | understand why historical figures may have had to behave/act in a certain way | offer a reasonable explanation for some events in the period studied | compare an aspect of life with the same aspect in a different period | know key dates, characters and events of the period studied |

**History: Interpretations of History**

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| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| begin to identify different ways to represent the past (photos, stories, visitors) | compare pictures or photographs of people or events in the past | identify and give reasons for the different ways in which the past is represented | look at the evidence available | compare accounts of events from different sources | link sources and work out how conclusions were arrived at |
|  | identify and use different ways to represent the past | begin to evaluate the usefulness of different sources | distinguish between different sources and evaluate their usefulness | offer some reasons for the different versions of events | consider ways of checking the accuracy of interpretations |
|  |  | look at representations of the period from that time | use texts books and historical knowledge critically |  | be aware that different evidence may lead to different conclusions |

**History: Organisation and Communication**

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| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| build timelines (including 3D with objects and sequential pictures) | as Year 1, with increasing detail | communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations, drama | select and organise information into a data file to answer historical questions | fit events into a display sorted by the theme time | select an aspect of study to create a display |
| drawing  class display/museum | drawing  class display/museum |  | know the period in which the study is set | use appropriate terms, matching dates to people and events | use a variety of ways to communicate knowledge and understanding, including extended writing |
| drama and role play | drama and role play annotated photographs |  | display findings in a variety of ways | record and communicate knowledge in different forms | plan and carry out independent historical studies |
| writing (including reports, labelling, simple recount) | writing (including reports, labelling, simple recount) |  | work independently and in groups | work independently and in groups, showing initiative |  |
| ICT | ICT | review, modify and evaluate their work, reflecting critically on its quality as it progresses | | | |
|  | | find out things from a variety of sources, selecting and synthesising information to meet their needs and developing the ability to question its accuracy, bias and plausibility | | | |
|  | | develop their ideas using ICT tools to amend and refine their work, and to enhance its quality and accuracy | | | |
|  | | exchange and share information, both directly and through electronic media | | | |