

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Chronology	Children talk about past and present events in their own lives and in the lives of family members.	Recount past changes from their own lives. Sequence some events in chronological order.	Place historical figures, events and artefacts in order on a given time line, using dates where appropriate. Add labels to time lines.	Use dates to place events, artefacts and historical figures on a timeline.	Understand that changes occur over time Add evidence and dates to timeline to represent this. Use dates and historical terminology to describe events	Identify significant changes within and across historical periods studied. Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this.	Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes). Relate current studies to previous learning and make comparisons between different times in history.	
		Interpreting and Investigating	Begins to use sources to identify some details and answer simple questions.	Use artefacts, pictures, stories, online sources and databases to find out about the past. Ask and answer questions such as: What was it like for a...? What happened? How long ago?	Study two different accounts of the same event, exploring similarities and differences. Refer to more than one source of evidence for more accurate understanding of events	Give reasons why separate versions of the same event may differ in the accounts Explore main events and changes in history, giving causes and consequences. Independently suggest sources of evidence to answer their questions.	Select reliable sources of evidence to answer questions about the past. Appreciate that there is not always a single answer to historical questions Begin to understand the concept of propaganda - know that people (now and in the past) may represent events in ways that persuade others.	Select suitable sources of evidence, giving reasons for the choice. Explore all available evidence to form their own opinion on a historical event. Evaluate the usefulness, and accuracy of different sources of evidence. Understand that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history.
		Knowledge and Understanding	Identify key events and people.	Give reasons why people from the past acted in the ways they did. Use information gained from research to describe differences between then and now	Describe features of period studied e.g. clothes, beliefs, homes, attitudes Describe similarities and differences between people, events and objects over time.	Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes. Describe how some past events and actions of people affect life today	Describes causes and consequences of the main events, situations and changes in the period studied Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. Identify links and changes within and across the time periods and localities studied.	Explain and evaluate causes and consequences of the main events, situations and changes in the period studied. Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.

Vocabulary		Subject related vocabulary and: past, old, new, recent, young, days, months.	Subject related vocabulary and: recently, before, after, now, later, a long time ago.	Subject related vocabulary and: century, decade, BC, AD.	Subject related vocabulary: during, chronology, era, dates, time period and change	In addition to subject related vocabulary - legacy, period.	
------------	--	--	---	--	--	--	--