

		Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
		Constructing the past Sequencing the past	Change and development & Cause and effect Significance and interpretations	Planning and carrying out historical enquiry & Using sources as evidence.
EYFS Nursery		I can talk about past and present events in my own life and in the lives of family members.	I can develop an understanding of growth, decay and changes over time.	I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.
EYFS Reception		<p>I can put up to three objects in chronological order (recent history).</p> <p>I can use words and phrases like: old, new and a long time ago.</p> <p>I can tell others about things that happened when I was little.</p>	I can make observations of animals and plants and explain why some things occur, and talk about changes.	<p>I can look closely at similarities, differences, patterns and change.</p> <p>I can make observations of animals and plants and explain why some things occur, and talk about changes.</p>
Year 1 Who were the great people? What were the great events?	Events beyond living memory that are significant nationally or globally Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<p>I can put up to three objects in chronological order (recent history).</p> <p>I can use words and phrases like: old, new and a long time ago.</p> <p>I can tell others about things that happened when I was little.</p> <p>I can recognise that a story that is read to me may have happened a long time ago.</p> <p>I can understand that some objects belonged to the past.</p> <p>I can retell a familiar story set in the past.</p>	<p>I can appreciate that some famous people have helped our lives be better today.</p> <p>I can begin to identify the main differences between old and new objects.</p> <p>I can identify objects from the past, such as old toys.</p> <p>I can give examples of things that are different in my life from that of my grandparents when they were young.</p>	<p>I can ask and answer questions about old and new objects.</p> <p>I can spot old and new things in a picture.</p> <p>I can answer questions using an artefact/photograph provided.</p> <p>I can give a plausible explanation about what an object was used for in the past.</p>

		I can explain how I have changed since I was born.		
Year 2 Who were the great people? What were the great events?	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	<p>I can use words and phrases like: before I was born, when I was younger.</p> <p>I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning.</p> <p>I can use the words past and present correctly.</p> <p>I can use a range of appropriate words and phrases to describe the past.</p> <p>I can sequence a set of events in chronological order and give reasons for their order.</p>	<p>I can explain how my local area (London) was different in the past.</p> <p>I can recount some interesting facts from an historical event, such as where the fire of London started.</p> <p>I can explain why Britain has a special history by naming some famous events and some famous people.</p> <p>I can explain why someone in the past acted in the way they did.</p>	<p>I can answer questions using a range of artefacts/ photographs provided.</p> <p>I can find out more about a famous person from the past and carry out some research on them.</p> <p>I can find out something about the past by talking to an older person.</p> <p>I can answer questions by using a specific source, such as an information book.</p> <p>I can research the life of a famous Briton from the past using different resources to help me.</p> <p>I can research about a famous event that happened in Britain and why it happened.</p> <p>I can research the life of someone who used to live in my area (London) using the Internet and other sources to find out about them.</p>

Year 3 Who were the great people? What were the great events?	Changes in Britain from the Stone Age to the Iron Age Achievements of the earliest civilisations: Ancient Egypt	<p>I can describe events and periods using the words: BC and AD (or BCE and CE); decade, century and millennium.</p> <p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific time in history to set out the order things may have happened.</p> <p>I can use my mathematical knowledge to work out how long ago events in recent and local history would have happened.</p>	<p>I can appreciate that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>I can begin to picture what life would have been like for the early settlers.</p> <p>I can suggest why certain events happened as they did in history.</p>	<p>I can recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>I can use various sources of evidence to answer questions.</p> <p>I can research a specific event from the past to then write about this.</p>
Year 4 Who were the great people? What were the great events?	Roman Empire and its impact on Britain Ancient Greece A study of an aspect or theme in British history that extends pupils' chronological knowledge past 1066: Leisure and Entertainment in Shakespearean England	<p>I can describe events from the past using dates when things happened. I can describe events and periods using the words: ancient and century. I can use a timeline within a specific time in history to set out the order things may have happened. I can use my mathematical knowledge to work out how long ago events would have happened. I can use their mathematical skills to round up time differences into centuries and decades.</p>	<p>I can begin to picture what life would have been like in a different time period.</p> <p>I can suggest why certain events happened as they did in history.</p> <p>I can suggest why certain people acted as they did in history.</p> <p>I can explain how events from the past have helped shape our lives.</p> <p>I can begin to appreciate why Britain would have been an important country to have invaded and conquered.</p>	<p>I can use various sources to piece together information about a period in history.</p> <p>I can use my 'information finding' skills in writing to help them write about historical information.</p> <p>I can, through research, identify similarities and differences between given periods in history.</p> <p>I can research two versions of an event and say how they differ.</p>

Year 5 Who were the great people? What were the great events?	<p>Britain's settlement by Anglo Saxons and Scots</p> <p>The viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the confessor.</p> <p>Non European society that contrasts with British history: Ancient Baghdad</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge past 1066: Rich vs Poor in Shakespearian England</p>	<p>I can begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.</p> <p>I can plot recent history on a timeline using centuries.</p> <p>I can place periods of history on a timeline showing periods of time.</p> <p>I can use my mathematical skills to work exact time scales and differences.</p> <p>I can use dates and historical language in my work.</p> <p>I can begin to build up a picture of what main events happened in Britain/ the world during different centuries.</p> <p>I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</p>	<p>I can explain how events from the past have helped shape our lives.</p> <p>I can appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>I can explain how people who lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>I can recognise that the lives of wealthy people were very different from those of poor people.</p> <p>I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p>I can recognise that Britain has been invaded by several different groups over time.</p>	<p>I can research more than one version of an event and say how they differ.</p> <p>I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</p> <p>I can give more than one reason to support an historical argument.</p> <p>I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.</p>
Year 6 Who were the great people? What were the great events?	<p>A local history study: WW1</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge past 1066: Victorians</p>	<p>I can use dates and historical language in my work.</p> <p>I can draw a timeline with different time periods outlined which show different information such as periods of history or when famous people lived, etc..</p> <p>I can place features of historical events and people from past societies and</p>	<p>I can describe historical events from the different period/s I am studying/have studied.</p> <p>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>I can appreciate that significant events in history have helped shape the country we have today.</p>	<p>I can test out a hypothesis in order to answer a question.</p> <p>I can appreciate how historical artefacts have helped us understand more about lives in the present and past.</p> <p>I can give more than one reason to support an historical argument.</p> <p>I can identify and explain my understanding of propaganda.</p>

	<p>periods in a chronological framework.</p> <p>I can create timelines which outline the development of specific features, such as medicine; technology; transport, etc.</p> <p>I can say where a period of history fits on a timeline.</p> <p>I can place a specific event on a timeline by decade.</p>	<p>I can gain a good understanding as to how technology has changed over the years.</p> <p>I can summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>I can summarise how Britain has had a major influence on world history.</p> <p>I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>I can describe features of historical events and people from past societies and periods they have studied.</p> <p>I can recognise and describe differences and similarities/ changes and continuity between different periods of history.</p>	<p>I can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.</p>
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