

Chronological Understanding

Constructing the past Sequencing the past

Knowledge and Interpretation

*Change and development & Cause and effect
Significance and interpretations*

Historical Enquiry

*Planning and carrying out historical enquiry
& Using sources as evidence.*

<p>EYFS Nursery</p>		<p>I can talk about past and present events in my own life and in the lives of family members.</p>	<p>I can develop an understanding of growth, decay and changes over time.</p>	<p>I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.</p>
<p>EYFS Reception</p>		<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 make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<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>
<p>Year 1</p> <p>Who were the great people?</p> <p>What were the great events?</p>	<p>Events beyond living memory that are significant nationally or globally</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<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.		
<p>Year 2</p> <p>Who were the great people?</p> <p>What were the great events?</p>	<p>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>	<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>

<p>Year 3</p> <p>Who were the great people?</p> <p>What were the great events?</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Achievements of the earliest civilisations: Ancient Egypt</p>	<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>
<p>Year 4</p> <p>Who were the great people?</p> <p>What were the great events?</p>	<p>Roman Empire and its impact on Britain</p> <p>Ancient Greece</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge past 1066: Leisure and Entertainment in Shakespearean England</p>	<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>

<p>Year 5</p> <p>Who were the great people?</p> <p>What were the great events?</p>	<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>
<p>Year 6</p> <p>Who were the great people?</p> <p>What were the great events?</p>	<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>
--	--	--	---	---