

History	Chronological Understanding	Historical Enquiry	Imagination and Response	Knowledge and Understanding of Events, People and Changes in the Past
EYFS	Understand the past through settings, characters and events encountered in books read in class and storytelling	Talk about the lives of the people around them and their roles in society	Pick information out about the past using pictures, objects or stories. Show ideas through talk or drawing.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
<p>KS1</p> <p>Pupils should be taught about changes within living memory, events beyond living memory, the lives of significant individuals and significant historical events.</p>				
Year 1/2	Use a timeline to place important events. Understand things happened in the past and the present. Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Use a timeline to place important events.	Explore events, look and pictures and objects and ask "Which things are old/new" Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information including sources to answer questions.	Use timelines to order events or objects or place significant people. Talk, write, draw about things from the past.	Recall some facts/people/events before living memory. Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did.

Recount the main events from a significant event in history.

KS2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. They should note connections, contrasts and trends over time whilst developing appropriate historical terms. They should address and devise historically valid questions about change, cause, similarity, difference and significance. They should understand how our knowledge of the past is constructed from a range of sources.

<p>Year 3/4</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings. Ask questions and find answers about the past.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</p>	<p>Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today.</p>
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<p>Year 5</p>	<p>Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.</p>	<p>Choose useful resources of information to find out about the past. Give reasons for and results of changes, which may be supported by evidence. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>
<p>Year 6</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings. Choose reliable sources of evidence to</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</p>	<p>Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some</p>

	<p>Describe the main changes in a period in history</p>	<p>answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Plan and present a self-directed project or research about the studied period.</p>	<p>people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</p>
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