

	Historical Interpretations	Historical Investigations	Chronological understanding	Knowledge and Understanding of Events, people and Changes in the Past	Presenting, Organising and Communicating Historically
Year 1	Use stories, pictures, online sources or accounts to help and encourage children to distinguish between fact and fiction. Ask questions such as ‘how long ago?’ and ‘What happened?’.	Find answers to simple enquiry questions about the past from sources of information, e.g. artefacts. When observing or handling evidence, ask simple questions which can be linked to an enquiry question later by the teacher.	Recount changes that have occurred in their own lives, sequence events in their life. Place 3 or 4 events in order on a time line. Sequence 3 or 4 artefacts from distinctly different periods of time. pictures from different periods. Match objects to people of different ages.	Know and recount episodes from stories and significant events in history. Recognise some similarities and differences between the past and the present. Begin to describe some significant individuals from the past, identifying a few key events.	Talk, write and draw about things from the past answering historical enquiry questions with support. Show an understanding of substantive historical terms, such as monarch, legacy, technology, trade, war/conflict, kingdom/empire. Use taught Croxby skills to communicate their knowledge about the past with support
Year 2	Explain that there are different types of evidence and sources that can be used to help represent the past. As questions such as ‘What was it like for people? Why did that happen? Look at different points of view of a past event. Discuss different viewpoints of the same event and how each can be reliable.	Choose and select evidence and say how it can be used to find out about the past. Identify some of the different ways the past has been represented.	Sequence artefacts closer together in time, label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate and order dates from earliest to latest on simple timelines.	Identify similarities and differences between ways of life in different periods. Understand that there are reasons why people in the past acted as they did. Describe significant individuals from the past identifying some similarities and differences with another significant individual from the past.	
Year 3	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history and identify differences (do not label unreliable). Look at different representations of your theme – museum, cartoons etc...	Use enquiry questions to find answers about the past working within the discipline of history Use more than one source of evidence to find out about a theme topic. Observe small details in artefacts, pictures etc... Gather more detail from sources such as maps to build up a clearer picture of the past	Sequence events, artefacts and historical figures on a timeline using dates. Use dates and terms related to the theme and passing of time. Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Sequence	Find out about the everyday lives of people in time studied compared with our life today. Understand why people may have wanted to do something, i.e. the Vikings raiding. Identify key features, aspects and events of the time studied. With some support, note key changes over a period of time and be able to give reasons for those changes.	Have a greater understanding of substantive historical terms, such as monarch, legacy, technology, trade, war/conflict, kingdom/empire, invasion Present, communicate and organise ideas about the past answering historical enquiry questions using

		Select and record information relevant to the theme topic.			different ways of presenting knowledge with some support
Year 4	Investigate different accounts of a historical event, explaining some of the reasons why the accounts may differ. Use multiple sources of evidence.	Use own enquiry questions to find answers about the past working within the discipline of history Begin to undertake their own research, asking a variety of questions. Suggest causes and consequences of some of the main events and changes in history	Begin to identify the timeline overlaps where they occur when placing events, artefacts and historical figures on a timeline with dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Begin to make comparisons between different times in the past.	Explain how people and events in the past have influenced life today. Describe connections and contrasts between aspects of history, people, events and artefacts studied. With greater independence, note key changes over a period of time and be able to give reasons for those changes.	Start to present ideas based on their own research about a studied period.
Year 5	Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Select suitable sources of evidence, giving reasons for choices, recognising that all sources of evidence are useful for different purposes. Use sources of evidence to deduce information about the past	Regularly use a wide range of different pieces of evidence to collect different information about the past. Use evidence to build up a picture of a past event. Select relevant sections of information from evidence to help answer enquiry questions working within the discipline of the subject. Begin to learn and identify that there are primary and secondary sources. Select relevant sections of information.	Sequence and increasing number of significant events, movements and dates on a timeline using dates accurately. Understand with more depth how some historical events/periods occurred concurrently in different locations, e.g., Indus Valley and Ancient Egypt. Regularly makes comparisons between different times in the past.	Examine causes and results of great events and the impact these had on people. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Compare an aspect of life with the same aspect in another period.	Have an in-depth understanding of substantive historical terms, such as monarch, legacy, technology, trade, war/conflict, kingdom/empire, invasion. Independently present, communicate and organise ideas about the past answering historical enquiry questions using different ways of presenting knowledge. Plan and present a self-directed project or research about the studied period (children's choice).
Year 6	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied Understand that no single source of evidence gives the full answer to questions about the past Link sources and, using understanding about the past to, work out how conclusions were arrived at.	Recognise with more independence when they are using primary and secondary sources of information to investigate the past. Select relevant sections of information to address historically valid questions and construct detailed, informed responses. Investigate their own lines of enquiry by posing historically valid questions to answer. Bring knowledge gathered from several sources together in a fluent account.	Describe the main changes in a period of history (using terms such as: political, technological and cultural) Place current theme dates on a timeline in relation to other theme dates studied. Sequence up to 10 or more events on a time line.	Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms such as culture, religious, social, economic and political when describing the past. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Working within the discipline of history, compare beliefs and behaviour with another time studied.	