

Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond Primary Expectations
Understanding Chronology	<p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<p>Pupils recognise the distinction between present and past in their own and other people's lives.</p> <p>They show their emerging understanding of chronology by placing a few events and objects in order.</p> <p>They can use appropriate vocabulary about time including now and then, before, after to tell stories about the past.</p>	<p>Using appropriate vocabulary concerned with the passing of time including now and then, before, after, later on, earlier etc.</p> <p>Placing events that they have learnt about in order on simple timelines using a given scale.</p> <p>Show an understanding that their own lives are different from the lives of people in the past by making simple comparisons. (first, last, recently, a long time ago).</p> <p>Use the past tense when describing history.</p>	<p>Pupils show their developing understanding of chronology by showing that they understand that the past can be divided into different periods of time. They can link objects, events and people with periods of time studied.</p> <p>They can order events that they have studied. Using simple timelines.</p> <p>Their vocabulary is developing. They can use time descriptions and appropriate vocabulary relating to common eras (Bronze A, Egyptians etc).</p> <p>They can use BC And AD when discussing time.</p>	<p>Place events in the correct chronology. Even when time overlaps (Ancient Egypt to Roman Britain)</p> <p>Create timelines to represent their understanding (these may not be horizontal in design).</p> <p>Use historical vocabulary to describe what they have learnt and the relationship to time and chronology (before the Romans, the later period of the Romans, end of the Roman Empire etc.)</p>	<p>Independently create timelines that organise information that they have studied and learnt about.</p> <p>Use comparative language when organising events. They are able to organise information relating to decades and centuries.</p> <p>They can link events together using chronology. Explaining why they are connected.</p>	<p>They are able to organise information chronologically using different forms of timelines and tables, understanding that some events happened concurrently.</p> <p>With support they can decide what information to include in that chronology and what to leave out.</p> <p>Make casual connections between events in history (a consequence of, because, despite etc.). linking events together.</p>	<p>They can independently organise historical information into timelines and tables.</p> <p>They are capable of making informed choices about what information to include and what information to exclude.</p> <p>Able to make connections between events in time across different eras. They can identify similarities in events and consequences of those events.</p>
	<p>Enjoys joining in with family customs and routines.</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied (Queen Victoria, Queen Elizabeth, etc.)</p>	<p>They understand examples of the recent past (changes in their local area, changes to transport or other important events).</p> <p>They are beginning to recognise that there are reasons why people in the past lived as they did.</p> <p>They can explain some differences about the past and begin to use evidence.</p> <p>They can begin to understand why things happened (causes of actions) and make sensible suggestions about what might happen next.</p>	<p>They show knowledge and understanding of some of the main events, people and changes studied.</p> <p>They can distinguish between causes of actions and reasons for outcomes in history. For example, 'I believe it was better to live in the ____Age because...'</p>	<p>They describe some of the main events, people and changes.</p> <p>Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods.</p>	<p>They use this to describe features of past societies and periods and to begin to make links between them.</p> <p>They describe events, people and changes with references to beliefs, cultures, social and economic changes.</p> <p>They describe and make links between events and changes and give reasons for, and results of, these events and changes.</p> <p>Link behaviour to beliefs (e.g. . Anglo Saxon ordeal by fire to prove guilt)</p>	<p>Pupils use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods.</p> <p>They know that people in the past have a point of view and that this can affect interpretation. For example, propaganda or misinformation.</p> <p>Pupils can link different behaviours to beliefs to explain differences over time. Example: Why was conscription enforced during WWII? Why was Slavery common place?</p> <p>Investigate their own lines of enquiry.</p>	<p>Factual knowledge is used to develop well informed historical opinions. Children develop their knowledge of periods through independent research.</p> <p>They can explain changes using available evidence clearly.</p> <p>They have a secure knowledge of the chronology of the periods studied and the relationships between different historical periods and events.</p>

Using Artefacts and Sources.	Access some non-fiction books of historical interest	They find answers to some simple questions about the past from sources of information (photographs, books, videos, artefacts)	They can answer questions about the past through enquiry. This can be artefacts, visits, books, photographs, interviews.	They can distinguish between Primary and Secondary sources.	They are beginning to select and combine information from different sources (including secondary and primary sources) to develop historical facts, explanations and opinions.	Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.	Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions. They make logical inferences about historical events.	Develop other historical concepts; including substantive [factual] and syntactic [skills, processes, procedures and protocols for historical enquiry.]
		They can think of simple questions to ask when learning about the past from sources ie. Which ones are old and which ones are new?	They are beginning to identify some of the different ways in which the past is represented and history is communicated.	They are independently creating questions about events, people and places that they have studied in history based on sources.	They can look at different versions of the same event in history and begin to evaluate their validity.	They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.	Pupils describe, and begin to analyse, why there are different historical interpretations of events, people and changes. They can look at bias, selecting evidence and reasons why people might do this. They make logical inferences about historical events.	Explore history from different perspectives.
Communicating Ideas	<ul style="list-style-type: none">Communicate their knowledge through:DiscussionDrawing picturesDrama/role playMaking modelsWritingUsing ICT			<ul style="list-style-type: none">Recall, select and organise historical informationCommunicate their knowledge and understanding		<ul style="list-style-type: none">Select and organise information to produce structured workMaking appropriate use of dates and terms		<ul style="list-style-type: none">Use a wide range of ways to present and communicate their own ideas.Self-directed projects about the periods studied.