

	EYFS	KS1		LKS2		UKS2		KS3
Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Chronology</b>	Past and Present Focus: child's family and beyond. Change over time: seasons, growth, life cycles, memories, birthdays.	Use Timelines Concept of using timeline to represent a series of events: personal context of self and family.	Interpret and Use Timelines Create timelines which show historical events and people.	Compare lengths of time.  Place time period studied in lesson on a timeline.  Introduced to the idea of how timelines are sectioned. (BCE/CE)	Compare lengths of time.  Create timelines which show the relative lengths of time that events/ cultures lasted as well as their sequence.  Place events studied in lesson on a timeline.  Develop understanding of how a timeline is sectioned (BCE/CE)  Continue develop a secure understanding of the sequence of periods of history	Compare lengths of time.  Recognise periods of continuity as well as change.  Analyse timelines to identify periods of stasis as well as rapid change.  Continue to develop a secure understanding of the sequence of periods of history.  Know and sequence key events of time studied  Use relevant terms and period labels  Make comparisons between different times in the past	Recognise periods of continuity as well as change.  Place current study on time line in relation to other studies  Use relevant dates and terms  Sequence up to 10 events on a time line	To know about an extensive range of events, people and places from the Stone Age to the present  To know how to use this knowledge of the past to help me understand wider issues and subjects  To know about an increasingly extensive, deep and secure chronology of local, British and world history  To know how to describe a range of local, British and international history, using dates
<b>Historical Enquiry</b>	Sourcing led by adults. explore historically placed texts e.g. looking at different authors, and asking questions e.g. photos: WHO? WHEN? WHY?	Concept that history is based on evidence. Examine a range of sources. Ask the questions: WHO? WHEN? WHERE? to analyse evidence.  Find answers to simple questions from the past	Analyse evidence to identify similarities or differences e.g. comparing photographs of similar subjects from different eras.  Use a source to answer simple questions about the past on the basis of simple observations	Devise relevant historical questions using artefacts.  Begin to distinguish between primary and secondary sources  Beginning to understand how the past is constructed from a range of sources	Regularly devise relevant historical questions using context and the timeline to frame the questions.  Developing understanding of how the past is constructed from a range of sources	Introduce the concept of bias: Consider different evidence and appreciate how human motivation and emotion affects the 'truth' of evidence. Start to look at multiple sources about a single event and to corroborate these sources.  Secure understanding of how knowledge of the past is constructed from a range of sources  Ask a variety of questions.	Develop the concept of bias: Consider different evidence and appreciate how human motivation and emotion affects the 'truth' of evidence.  Independently search multiple sources about a single event and to corroborate these sources.  Understand the difference between primary and secondary sources and be able to use both to interpret an event in the topic studied.	To assess how much an event or person has changed or stayed the same across different periods using questions that span between time periods.  To begin to recognise patterns over time and use that to frame questions  To be able to develop their understanding of bias and determine and prioritise accounts of historical events.

<p><b>Historical Interpretation</b></p>	<p>Describe events, situations and changes. Within experience of child and family. Compare with peer group.</p>	<p>Describe historical events, situations and changes. Describe experiences of people in the recent past.</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Identify and Describe historical events, situations and changes. Identify similarities and differences between situations now and in the past beyond their lifetime.</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>	<p>Describe causes and consequences.</p> <p>Appreciate that events in history can be causally linked</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Describe and identify causes and consequences. Identify causes and effects.</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Analyse and explain causes and consequences. Identify factors that precipitate change; explain how change happens e.g. impact of Henry VIII's wives on England's relationship with the church</p> <p>Link sources and work out how conclusions were arrived at</p> <ul style="list-style-type: none"> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library and internet for research</li> </ul>	<p>Begin to explain how and why different interpretations of the past have arisen</p> <ul style="list-style-type: none"> <li>• choose several sources which support an argument</li> <li>• suggest some reasons for different interpretations of the past</li> <li>• choose examples from sources which relate to a question</li> </ul>
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