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| **Chronological understanding** | |
| EYFS |  |
| Year 1 | Can they put up to three objects in chronological order (recent history)?​  Can they use words and phrases like: old, new and a long time ago?​  Can they tell me about things that happened when they were little?​  Can they recognise that a story that is read to them may have happened a long time ago?​  Do they know that some objects belonged to the past?​  Can they retell a familiar story set in the past?​  Can they explain how they have changed since they were born? |
| Year 2 | Can they use words and phrases like: before I was born, when I was younger?​  Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning?​  Can they use the words ‘past’ and ‘present’ accurately?​  Can they use a range of appropriate words and phrases to describe the past?​  Can they sequence a set of events in chronological order and give reasons for their order? |
| Year 3 | Can they describe events and periods using the words: BC, AD and decade?​  Can they describe events from the past using dates when things happened?​  Can they describe events and periods using the words: ancient and century?​  Can they use a timeline within a specific time in history to set out the order things may have happened?​  Can they use their mathematical knowledge to work out how long ago events would have happened? |
| Year 4 | Can they plot recent history on a timeline using centuries?​  Can they place periods of history on a timeline showing periods of time?​  Can they use their mathematical skills to round up time differences into centuries and decades? |
| Year 5 | Can they use dates and historical language in their work?​  Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?​  Can they use their mathematical skills to work out exact time scales and differences as need be? |
| Year 6 | Can they say where a period of history fits on a timeline?​  Can they place a specific event on a timeline by decade?​  Can they place features of historical events and people from past societies and periods in a chronological framework? |

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| **Knowledge and interpretation** | |
| EYFS |  |
| Year 1 | Do they appreciate that some famous people have helped our lives be better today?​  Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?​  Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?​  Can they begin to identify the main differences between old and new objects?​  Can they identify objects from the past, such as vinyl records? |
| Year 2 | Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?​  Can they explain how their local area was different in the past?​  Can they recount some interesting facts from an historical event, such as where the ‘Fire of London’ started?​  Can they give examples of things that are different in their life from that of their grandparents when they were young?​  Can they explain why Britain has a special history by naming some famous events and some famous people?​  Can they explain what is meant by a parliament?​ |
| Year 3 | Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?​  Can they begin to picture what life would have been like for the early settlers?​  Can they recognise that Britain has been invaded by several different groups over time?​  Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?​  Can they suggest why certain events happened as they did in history?​  Can they suggest why certain people acted as they did in history? |
| Year 4 | Can they explain how events from the past have helped shape our lives?​  Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?​  Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?​  Do they recognise that the lives of wealthy people were very different from those of poor people?​  Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? |
| Year 5 | Can they describe historical events from the different period/s they are studying/have studied?​  Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?  Can they explain the role that Britain has had in spreading Christian values across the world?​  Can they begin to appreciate that how we make decisions has been through a Parliament for some time?​  Do they appreciate that significant events in history have helped shape the country we have today?​  Do they have a good understanding as to how crime and punishment has changed over the years? |
| Year 6 | Can they summarise the main events from a specific period in history, explaining the order in which key events happened?​  Can they summarise how Britain has had a major influence on world history?​  Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?​  Can they describe features of historical events and people from past societies and periods they have studied?​  Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? |

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| **Historical enquiry** | |
| EYFS |  |
| Year 1 | Can they ask and answer questions about old and new objects?​  Can they spot old and new things in a picture?​  Can they answer questions using a artefact/ photograph provided?​  Can they give a plausible explanation about what an object was used for in the past? |
| Year 2 | Can they find out something about the past by talking to an older person?​  Can they answer questions by using a specific source, such as an information book?​  Can they research the life of a famous Briton from the past using different resources to help them?​  Can they research about a famous event that happens in Britain and why it has been happening for some time?​  Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? |
| Year 3 | Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?​  Can they use various sources of evidence to answer questions?​  Can they use various sources to piece together information about a period in history?​  Can they research a specific event from the past?​  Can they use their ‘information finding’ skills in writing to help them write about historical information?​  Can they, through research, identify similarities and differences between given periods in history? |
| Year 4 | Can they research two versions of an event and say how they differ?​  Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?​  Can they give more than one reason to support an historical argument?​  Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? |
| Year 5 | Can they test out a hypothesis in order to answer a question? ​  Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?​ |
| Year 6 | Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?​  Can they identify and explain their understanding of propaganda?​  Can they describe a key event from Britain’s past using a range of evidence from different sources? |