



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Talk about past and present events in own lives and in lives of family members.</p> <p>Vocab: now, today, yesterday, tomorrow, last week, when I was younger, a long time ago, a very long time ago.</p>	<p>Describe memories and changes that have happened in their own lives.</p> <p>Sequence pictures from different terms and periods</p> <p>Use common words related to the past and/or which show the passing of time</p> <p>Knows the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Sequence 2-3 events or objects in chronological order.</p> <p>Uses a simple timeline to place important events.</p> <p>Uses the vocab: before I was born, when my parents/carers were young.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Describe memories of key events in their lives.</p> <p>Sequences events or artefacts from different time periods</p> <p>Confidently uses vocab: recently, before, after, now, later, old, new, latest, past, present, future, modern</p>	<p>Place the Stone Age and Iron Age, Ancient Greek civilisation and Roman Britain on a timeline in chronological order.</p> <p>Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini).</p> <p>Sequence the main events and artefacts from the Stone Age and Iron Age, Ancient Greece and Roman Britain.</p> <p>Use dates related to the passing of time and terms relating to the Stone Age and Iron Age, the Ancient Greek civilisation and Roman Britain.</p> <p>Confidently uses vocab: century, decade</p>	<p>Place the invasion and main events of the Anglo –Saxon and Viking eras on a timeline.</p> <p>Place the studied Kings and Queens of Britain and the main events of their era on a timeline</p> <p>Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini).</p> <p>Use terms related to the Anglo-Saxons, Vikings and Monarchs after 1066 and begin to use specific dates.</p> <p>Confidently uses vocab: century, decade, BC, AD, during.</p>	<p>Place current study on a timeline in relation to previous eras studied.</p> <p>Know the dates of and sequence key events of the Ancient Mayan and Ancient Egyptian civilisations.</p> <p>Know the dates, main events and significant individuals of Bourne’s local history and organise chronologically</p> <p>Use relevant terms and periods labels consistently.</p> <p>Draw a timeline to show key events or lives of significant individuals.</p> <p>Confidently uses vocab: century, decade, BC, AD, after, before, during, era, period.</p> <p>Begins to use terminology to discuss changes: social, religious, political, technological and cultural.</p>	<p>Place events, eras and dates on a time line in relation to previously studied eras.</p> <p>Use specific dates and terms.</p> <p>Sequence events, significant people/their work, or periods of history from around the world on a timeline.</p> <p>Can create a timeline of the key events of World War 2.</p> <p>Use terminology to discuss changes: social, religious, political, technological and cultural.</p>



Knowledge and understanding of past events, people and changes in the past.	Events & People – how they caused <u>change</u>			Give consequences of event/people's actions				
	Characteristics of way of life	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Find out some facts about people long ago (before living memory), with my teacher. Talk about why people may have acted as they did.</p> <p>Remembers and talks about significant events in their own experience. Uses books and videos to find out about the past.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>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>	<p>Know what caused the Great Fire of London</p> <p>Know</p>	<p>Uses information to describe the past.</p> <p>Uses information, pictures and artefacts to describe similarities and differences between 'then and now'.</p> <p>Recount some important events and describe lives of some important people.</p> <p>Uses evidence to explain reasons why people in the past acted as they did.</p> <p>Knows how the local area is different to the way it used to be a long time ago.</p>	<p>Uses evidence to describe the past and compare it to our life today:</p> <ul style="list-style-type: none"> Culture and leisure activities (<i>Ancient Greeks and Romans</i>) Clothes, way of life and actions of people. (Stone Age – Iron Age, Ancient Greeks and Romans) Buildings and their uses (<i>Stone Age & Romans</i>) People's beliefs and attitudes (Ancient Greeks & Romans) Things of importance (<i>Ancient Greeks, Romans and Stone Age – Iron Age</i>) Differences between lives of rich and poor (<i>Ancient Greeks & Romans</i>) <p>Uses evidence to find out how any of these have changed during a time period (Ancient Greeks, Romans and Stone Age – Iron Age)</p> <p>Describe similarities and differences between people, events and artefacts.</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Explains the ideas, beliefs, attitudes and experiences of men, women and children from the Anglo Saxon and Viking times.</p> <p>Beginning to look for links within and across time periods studied (<i>e.g. invasions. Why was Britain repeatedly invaded? </i>)</p> <p>Beginning to independently give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Explains the similarities and differences between Anglo-Saxon and Viking beliefs, attitudes and way of life.</p> <p>Identifies some of the key monarchs from 1066 to now and explains some of the significant things they did for Britain.</p> <p>Describe how some of the past events/significant people have influenced our lives today.</p>	<p>Identifies some changes in social, cultural, religious and ethnic diversities within the local area.</p> <p>Explains the main events and changes during the Ancient Egyptian and Mayan civilisations.</p> <p>Explains the impact of the Ancient Egyptian and Mayan civilisations upon modern society today.</p> <p>Makes comparisons and links between the Ancient Egyptian and Mayan civilisations.</p> <p>Describes how historical events and significant people from Bourne have influenced life in the town today.</p> <p>Choose reliable sources of factual evidence to describe:</p> <ul style="list-style-type: none"> culture and leisure activities way of life and actions of people people's beliefs, religion and attitudes things of importance to people. 	<p>Compares themes of life (leisure and entertainment & medicine and disease) in different time periods and identifies how they have changed.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence, and describes the impact of these changes</p> <p>Describes how the historical events studied affect/influence life today, using evidence to support.</p> <p>Confidently makes links between some features of past societies.</p> <p>Can explain the effect of WW2 on the lives of different people in Britain, using evidence to support.</p>



Historical Enquiry: investigating and interpreting evidence	<p>Historical interpretation Look at books and videos with my teacher to find out about the past.</p> <p>Listen to stories about the past.</p> <p>Historical Enquiry</p> <p>Ask questions i.e which things are old and which are new? What were people doing?</p> <p>Answer questions about events using ‘before’ and ‘after’ to describe when something happened.</p> <p>Look at objects from the past and discuss ‘what were they used for?’ and try to answer.</p> <p>Look at pictures from the past and discuss, ‘what were people doing?’</p>	<p>Historical interpretation Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Historical Enquiry</p> <p>Identify ways in which the past is represented.</p> <p>Sort artefacts ‘then’ and ‘now’.</p> <p>Use as wide a range of sources as possible.</p> <p>Asks questions about different artefacts and sources i.e which things are old and which are new? What were people doing? What were the objects used for? What was it like for people? How long ago?).</p>	<p>Historical interpretation Look at and use books and pictures, stories, eye witness accounts, pictures photographs, artefacts, historical buildings, museums, historical sites and the internet to find out about the past.</p> <p>Historical Enquiry</p> <p>Use a source to ask questions and find answers.</p> <p>Sequence a collection of artefacts.</p> <p>Discuss the effectiveness of sources.</p> <p>Explains what an object from the past might have been used for.</p>	<p>Historical interpretation Understands the idea that there are different accounts of history.</p> <p>Historical Enquiry Use a range of sources to find out about a period e.g documents, printed sources (archives), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums to find out evidence about the past.</p> <p>Observe small details e.g artefacts and pictures.</p> <p>Select and record information relevant to the study.</p> <p>Use books /e-learning for research.</p> <p>Ask questions and find answers about the past.</p>	<p>Historical interpretation Look at the different versions of the same event in history and identify differences.</p> <p>Explains some of the reasons why accounts of the same event may differ.</p> <p>Knows that people in the past represent events or ideas to persuade other people</p> <p>Historical Enquiry Uses a range of sources to find out about a period e.g documents, printed sources (archives), the internet, databases, pictures, photographs, music and artefacts to find out evidence about the past.</p> <p>Begins to independently use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in the past. <i>(Saxons/Vikings)</i></p> <p>Ask a variety of questions and find answers about the past.</p> <p>Use books, e-learning for research and to find answers to questions.</p>	<p>Historical interpretation</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Historical Enquiry Use a range of sources to find out about a period e.g documents, printed sources (archives), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and sites as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in the time studied.</p> <p>Select relevant sections of information.</p> <p>Confident use of books, e-learning and research.</p>	<p>Historical interpretation Evaluate evidence to choose the most reliable forms and justify this opinion</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Know that people in the past and now have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>Historical Enquiry Use a range of sources to find out about a period e.g documents, printed sources (archives), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries as evidence about the past.</p> <p>Choose reliable sources of evidence to 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>Recognise primary and secondary sources.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p>
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Historical Communication	<p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past.</p> <p>Drama and role play to retell simple stories.</p> <p>Sort events or objects into then and now.</p> <p>Say when my birthday is.</p> <p>Use simple time lines to order events or objects.</p> <p>Begin to show understanding of and use historical terms: war, remembrance</p>	<p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past.</p> <p>Drama and role play to retell simple stories.</p> <p>Writing reports, labelling, simple recounts.</p> <p>Begin to show understanding of and use historical terms: monarch, parliament, war, government, remembrance</p>	<p>Communicate ideas about people, objects or events from the past in a variety of ways:</p> <ul style="list-style-type: none">• speaking• writing• reading• drawing/DT• role-play• story-telling• using ICT• annotated photographs or pictures <p>Show understanding of and use historical terms: monarch, parliament, war, government, remembrance</p>	<p>Communicate ideas or knowledge about the past in a variety of ways:</p> <ul style="list-style-type: none">• Reading and writing across different genres.• Drawings, designs or artwork.• Diagrams.• Drama, role-play• Data handling.• ICT• Annotated photographs or pictures <p>Begin to show understanding of and use historical terms: ruled, reigned, empire, invasion, conquer, kingdom</p>	<p>Select data and organise to answer historical questions.</p> <p>Work independently and in groups</p> <p>Communicate ideas or knowledge about the past in a variety of ways:</p> <ul style="list-style-type: none">• Reading and writing across different genres.• Drawings, designs or artwork.• Diagrams.• Drama, role-play• Data handling.• ICT• Annotated photographs or pictures <p>Show understanding of and use historical terms: ruled, reigned, empire, invasion, conquer, kingdom</p>	<p>Use a variety of ways to communicate knowledge and understanding</p> <p>Work independently and in groups showing initiative.</p> <p>Communicate ideas or knowledge about the past in a variety of ways:</p> <ul style="list-style-type: none">• Reading and writing across different genres.• Drawings, designs or artwork.• Diagrams.• Drama, role-play• Data handling.• ICT• Annotated photographs or pictures <p>Begin to show understanding of and use historical terms: democracy, civilisation, social, political, economic, cultural, religious</p>	<p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>Plan and carry out a self-directed project or research about the studied period.</p> <p>Communicate ideas or knowledge about the past in a variety of ways:</p> <ul style="list-style-type: none">• Reading and writing across different genres.• Drawings, designs or artwork.• Diagrams.• Drama, role-play• Data handling.• ICT• Annotated photographs or pictures <p>Show understanding of and use historical terms: democracy, civilisation, social, political, economic, cultural, religious</p>