

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<u>ELG: Listening, Attention and Understanding</u> Children listen attentively when learning about the past and ask questions and make comments to improve their understanding <u>ELG: Speaking</u> Children offer explanations of why things may have been different in the past <u>ELG: Comprehension</u> Children can retell main events in their own words, using relevant subject language <u>ELG: Past and Present</u> Children can talk about the lives of people around	- understand how key discoveries (e.g., the internet) have significantly impacted national life - <u>understand what is meant by, and use the word, chronology</u> - <u>understand the concept of timelines</u> - <u>I can add to a timeline with new knowledge as a class</u> - <u>I can use vocabulary to explain where I think artefacts go on a timeline</u>	- <u>sequence images (including dates) chronologically</u> - <u>understand the concept of timelines as a line that can extend in both directions</u> - <u>relate new events to established learning</u>	- <u>I can sequence key events chronologically</u> - <u>I can sequence events onto my own timeline</u> - <u>I can recognise events of periods explored</u> - <u>I can recognise that the progression in development of a civilisation is not always linear</u> - <u>I can organise information chronologically by recapping key events</u>	- I can draw family tree with dates - I can place new depth studies on timeline of known events - I can recognise events after periods explored and the reason for them - <u>I can create my own timeline and draw conclusions about the expansion and dissolution of empires</u>	- <u>I can mathematically add prior learning to a blank timeline</u> - <u>I can understand what is meant by era and how long an era would last</u> - <u>I can evaluate changes in my local area</u> - <u>I can explain how significant events nationally have impacted my local community</u>	- I can draw my own timeline and mathematically add information from two civilisations - I can draw conclusions by comparing two timelines - <u>I can order key events and locate them on a map, drawing conclusions about my significance</u> - <u>I can consider main events from differing viewpoints</u> - <u>I can recognise the impact of key events on national life</u> - <u>I can analyse changes in time over a theme, chronologically</u> - <u>I can recognise the impact of technological, political, economic and social</u>

	them, understanding similarities and differences between things in the past and now						<u>development over time</u>
Ask and answer questions	ELG: The Natural World Children can recognise changes in their environment over time	- I can ask questions to people about an artefact that I own to learn more about it – answer questions as a tool for drawing conclusions about an artefact <u>- I can answer questions as a tool for making comparisons between the past and the present</u> <u>- I can create questions about what I would like to learn about</u> <u>- I can summarise key information as a class</u>	- I can look at images and dates as stimulus for asking questions about an unknown historical event <u>- I can give examples of different ways in which the past is represented</u> <u>- I can ask questions about what life was like</u> <u>- I can use a wide range of sources to answer questions about what life was like</u>	- I can ask questions as a result of analysing artefacts - I can select and organise relevant historical information - I can write structured recounts of key events <u>- I can investigate the origins of place names</u> <u>- I can answer questions about what daily life was like in a different period</u> <u>- I can answer questions hypothetically</u> <u>- I can collect, organise and order key information</u>	<u>- I can ask questions as a result of learning about key events</u> - I can consider possible consequences of decisions made by key historical figures <u>- I can ask and answer questions to understand the reasoning for decisions made by key historical figures</u> <u>- I can make notes about key events and answer questions using them.</u>	- I can present historical information - I can consider questions to ask social classes - I can consider cause and consequence of the British Empire <u>- I can ask questions to learn more about local history</u> <u>- I can independently ask and research answers to my questions</u> <u>- I can give reasons as to why there may be more than one account of an event</u>	<u>- I can formally agree or disagree with a historical statement, using historical evidence</u> <u>- I can consider lifestyle of social classes and recount</u> <u>- I can use ICT to research and collect information about a historical line of enquiry</u> <u>- I can use my research to generalise an opinion about what life would have been like</u>
Similarities and Differences		<u>- I can make comparisons between older and newer artefacts</u> <u>- I can make decisions about</u>	<u>- I can make comparisons between life today and life historically</u> <u>- I can make comparisons</u>	- I can make connections with geographical knowledge	- I can make comparisons using Venn diagrams - I can consider impact of similarities and	<u>- I can compare and contrast life before and after an era</u> <u>- I can compare life chronologically,</u>	- I can make comparisons between European civilisations and non-European civilisations

		how to group artefacts - I can compare artefacts sequentially - I can make a choice about what to compare an artefact with - I can list similarities and differences	between two British eras	- compare how practices differ to present day - I can make connections and analyse trends about the decisions made by ancient civilisations - I can make comparisons between sequential British eras - I can compare changes in religious beliefs - I can make comparisons between key figures from my own research	differences on daily life - I can make comparisons about governance between past and present and make predictions about empires - I can make comparisons between past and present daily rituals and the impact of these on health	noticing change and continuity	- I can categorise achievements from different civilisations into genres and compare - I can consider and evaluate possible causes of the collapse of a civilisation - I can make comparisons between similar events at different times - I can argue how a historical concept can have both continuity and change and the impact of this on society
Use of historical sources		- interview people within living memory - use artefacts to learn more about the past - use of video clips to strengthen understanding of chronological changes to sources	- use stories to understand key events - use videos to understand key events - use artefacts/ images of artefacts to understand key events	- I can use artefacts as a tool for deriving clues about the past - use a range of historical sources to learn more about the past - I can understand what is meant by	- I can analyse resources to understand more about the past. - I can evaluate how useful a source is. - I can make comparisons between similar sources of	- use of historical sources to understand how an era shaped national life - use maps to draw conclusions - use of historical sources to understand life within an era	- I can evaluate historical sources and my reliability - I can use historical sources to draw conclusions - I can understand the role of propaganda as a historical source

		- use images to understand what a place was like - I can make observations about, and using, artefacts to learn about the past	- visit existing monuments as a tool for understanding how we remember the past	<u>sources of evidence can give examples</u> - I can understand the purpose of historical sources - I can begin to understand what we can learn from historical sources	<u>different dates to draw conclusions</u> - I can understand the purpose of historical sources for historians	- I can formally analyse historical sources	- I can choose reliable sources of evidence to support my ideas - I can reference historical sources in my analysis of historical events
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