



	Chronological Understanding	Breadth and depth of historical knowledge	Evidence and Historical Enquiry
Reception	(S1) Drawing on their experiences, understand how things in the past are different to now [e.g. through use of baby pictures and visual daily timetable]	(S2) Recognise difference between old/new, young/old, Adult/baby. Recognise and describe special times or events for family or friends.	(S3a) Answers simple questions about objects or pictures from the past. (S3b) Discuss some ways we find out about the past using artefacts, pictures and stories.
Year 1	(S1a) To plot events from the units studied on a simple scaled timeline. (S1b) To be able to retell the timeline using chronological vocabulary e.g., before, after, next, first, last.	(S2a) Recognise the difference between past and present in their own and others' lives and lives of others at different times. (S2b) Know and recount stories about the past, knowing and understanding key events. (S2c) Know why some people and events are remembered by others: e.g. moon landing.	(S3a) Know how to ask and begin to answer questions about events and people in the past e.g. What happened? When? What was it like/ Who was involved? Why? (S3b) Know some ways we find out about the past using artefacts, pictures, texts and websites.
Year 2	(S1a) To plot events from the units studied on a more detailed timeline including dates of significant events. (S1b) To be able to use the vocabulary of past and present when describing events.	(S2a) Recognise why people did things, why events happened and what happened as a result. (S2b) Know that events, and people are seen as significant because they result in change. (S2c) Can explain why some events in the past were significant. Identify similarities and differences between ways of life at different times (S2d) Talk about who was important e.g. in a simple historical account.	(S3a) Choose and use parts of texts and other sources to answer questions about the past and show understanding of events. (S3b) Looks carefully at pictures or objects to find information about the past. (S3c) Children know that historians use artefacts including objects and evidence in written form to find out about the past.
Year 3	(S1a) To draw and plot periods studied from KS1 to Year 3 using a scale of decades and centuries. (S1b) Understand the terms B.C and A.D. (S1c) Can begin to understand the past in terms of periods.	(S2a) Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. (S2b) Know that events, and people are seen as significant because they result in change. They had consequences for people at and or over time. (S2c) Describe and begin to make links between main events, situations and changes within and across different periods and societies.	(S3a) Suggests sources of evidence to use to help ask and answer questions: such as 'how did people? What did people do for?' Select and record information relevant to the study. Begin to use the library and internet for research.
Year 4	(S1a) To decide a suitable scale for a timeline and place events from the period studied in chronological order. (S1b) To understand that the term ancient means thousands of years ago. (S1c) Can talk about the past in terms of periods.	(S2a) Identify key features and events of time studied. Look for links and effects in time studied. (S2b) Offer a reasonable explanation for some events. (S2c) Know that events, people and developments are seen as significant because they result in change. (S2d) Describe some of the similarities and differences between different periods, e.g. social, beliefs (S2e) Examine causes and results of great events and the impact on people	(S3a) Uses documents, printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about/build a picture of the past. (S3b) Know how to ask and answer a variety of questions about the past, considering aspects of change, cause, similarity and difference and significance. Use the library and internet for research.

<p>Year 5</p>	<p>(S1a) To decide a suitable scale for a timeline and draw and plot the periods of Romans, Vikings, Ancient Greeks and Stone age accurately. (S1b) To apply historical language of time to explain events and periods.</p>	<p>(S2a) Study different aspects of different people - differences between men and women. Compare life in early and late 'times' studied. (S2b) Compare aspect of life with the same aspect in another period. (S2c) Know how to identify and describe continuity and change across different periods and societies, using evidence to support an answer</p>	<p>(S3a) Asks and devise own historical questions about change, cause, similarity and difference and significance. (S3b) Chooses reliable sources of evidence to answer questions. Select relevant sections of information. (S3c) Realises that there is often not a single answer to historical questions.</p>
<p>Year 6</p>	<p>(S1a) To apply their overview and depth studies to understand the long arc of development by using their own scale for all periods studied (S1b) To know that time can be divided into centuries e.g. 19th, 20th etc.</p>	<p>(S2a) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. (S2b) Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. (S2c) Know key dates, individuals and events of time studied. Understands and can explain, using evidence the reasons why people, events and developments are significant.</p>	<p>(S3a) Selects the most appropriate source of evidence for tasks. (S3b) Forms own opinions about historical events from a range of evidence. (S3c) Suggest omissions and the means of finding out. (S3d) Bring knowledge gathered from several sources together in a fluent account. (S3e) Asks and devise own historical questions about change, cause, similarity and difference and significance.</p>