



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical + Chronological Understanding					
<p>Can they sequence events in their lives?</p> <p>Can they sequence 3 or 4 artefacts from distinctly different periods of time?</p> <p>Can they match objects to people of different ages?</p> <p>Can they talk about how things have changed since their parents or grandparents were children?</p> <p>Can they use dates to talk about people or events from the past? (when appropriate)</p>	<p>Can they sequence artefacts that are close together in time?</p> <p>Can they sequence photographs from different periods of their lives?</p> <p>Can they describe memories of key events in their lives?</p>	<p>Can they place the time studied on a time line?</p> <p>Can they sequence several events or artefacts?</p>	<p>Can they place events from the period studied on time line?</p> <p>Can they use terms related to the period and begin to date events?</p> <p>Can they understand more complex terms eg BC/AD?</p>	<p>Do they know and can they sequence key events of time studied?</p> <p>Can they use relevant terms and period labels?</p> <p>Can they make comparisons between different times in the past?</p>	<p>Can they place their current topic on time line in relation to other studies?</p> <p>Can they use relevant dates and terms?</p> <p>Can they sequence up to 10 events on a time line?</p>
Historical comparisons					
<p>Can they recognise the difference between past and present in their own town and where others lives?</p> <p>Can they recount episodes from stories about the past?</p>	<p>Can they recognise why people did things, why events happened and what happened as a result?</p> <p>Can they identify differences between ways of life at different times?</p>	<p>Can they find out about the everyday lives of people in the time period studied and compare this with their life today?</p> <p>Can they compare the life of the period studied with our life today?</p> <p>Can they understand why people may have wanted to do something?</p>	<p>Can they use evidence to reconstruct life in time studied?</p> <p>Can they identify key features and events of time studied?</p> <p>Can they look for links and effects in time studied?</p> <p>Can they offer a reasonable explanation for some events?</p>	<p>Have they studied different aspects of different people - differences between men and women?</p> <p>Have they examined causes and results of great events and the impact on people?</p> <p>Can they compare life in early and late 'times' studied?</p> <p>Can they compare an aspect of life with the same aspect in another period?</p>	<p>Have they found out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings?</p> <p>Can they compare beliefs and behaviour with another time studied?</p> <p>Could they write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation?</p> <p>Do they know key dates, characters and events of time studied?</p>
History knowledge					
<p>Can they sort artefacts "then" and "now" and recognise comparisons?</p> <p>Can they use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects?</p>	<p>Can they use a source – why, what, who, how, where to ask questions and find answers?</p> <p>Can they sequence and compare a collection of artefacts?</p> <p>Use of time lines</p> <p>Can they discuss the effectiveness of sources?</p>	<p>Can they use a range of sources to find out about a period?</p> <p>Can they observe small details – artefacts, pictures select and record information relevant to the study?</p> <p>Are they beginning to use the library and e-learning for research?</p> <p>Can ask and answer questions which compare time periods including their own?</p>	<p>Can they use evidence to build up a picture of a past event and make comparisons?</p> <p>Can they choose relevant material to present a picture of one aspect of life in time past?</p> <p>Can they ask a variety of questions, use the library, e-learning for research??</p>	<p>Are they beginning to identify primary and secondary sources?</p> <p>Can they use evidence to build up a picture of life in time studied?</p> <p>Can they select relevant sections of information and confidently use the library and e-learning for research?</p>	<p>Can they recognise primary and secondary sources?</p> <p>Can they use a range of sources to find out about an aspect of time past?</p>

History of the Wider World

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History Curriculum – Skills and Knowledge progression document