

HISTORY

Aspect	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Similarities and differences	Begin to describe similarities and differences between historical artefacts and pictures.	Describe how their own life is different from past generations of their own family	Describe how their own lives are similar or different to children living in past times	Compare two periods of history, identifying similarities and differences between them	Make connections between two periods of history to begin to develop historic perspective	Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective
Vocabulary	Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after.	Use further terms associated with the past (e.g. year, decade and century)	Use appropriate historical vocabulary to describe key features of a time period	Begin to use abstract terms(e.g. empire, civilisation, parliament, peasantry and heptarchy)	Make appropriate use of historical terms discussion and understand concepts (e.g. local regional, national and international)	Use in contexts and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and social)
Chronology	Begin to order artefacts and pictures from significantly different time periods.	Order events in a period of history studied and begin to recall the dates of important festivals or celebrations	Show developing and understanding of chronology by beginning to realise that the past can be divided into different periods of time	Place different periods of time on a timeline and remember key historical facts and some dates from a period studied	Independently place historical events or change on a timeline, remembering key facts from a period of history studied	Create, from memory, a timeline from dates/details/eras showing knowledge of how to check accuracy
Significant individuals	Sequence the story of a significant historical figure.	Use the stories of famous historical figures to compare aspects of life in different times	Explain how a significant figure of period influenced change	Explain how significant historical figures contributed to a national and international achievement's in a variety of eras	Describe how a significant individual or movement has influenced the UK or wider world	Describe how their own lives have been influenced by a significant individual or movement
Local History	Describe, in simple terms, the importance of a local place or landmark.	Describe how people, places and events in their own locality have changed over time	Describe how national changes affected their locality	Describe the impact of international events (e.g. war) on the local area	Use a range of local history resources to describe how an event ( e.g. black death) affected a local town or village	Suggest research and information sources required to present an in-depth study of a local town or city
Continuity and change	Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.	Describe changes in the local area during their own lifetime and that of their parents and grandparents	Describe some of the main changes in Britain ,resulting from an event(e.g. an invasion or war)	Explain the impact of a significant historical figure on life in Britain	Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world	Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world
Cause and consequence	Describe, in simple terms, why a significant individual acted the way they did.	Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result	Express an opinion on whether a person or event had a positive or negative impact on life in Britain	Explain that an event can have more than one cause	Explain why people acted as they did (e.g. why Henry VII married many times in order to produce an heir to the throne)	Describe the negative or positive impact of a period of history on contemporary society
Historical Questions	Ask and respond to simple questions about the past, using sources of information.	Ask and answer questions about a range of historical sources	Suggest useful research questions.	Choose the best way to record a range of historical information, giving reasons for their choice	Follow independent lines of enquiry and make informed responses based on this	Independently investigate a complex historical research question.
Recording	Retell a story or significant event from their own past.	Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings	Use labelled diagrams, recounts ,stories, diaries and pictures to illustrate understanding about historical events and famous people	Use a range of source materials to answer questions about the past which go beyond simple observations	Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations	Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose
Historical enquiry	Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.	Build a 'bigger picture' of a historical period, using a range of source material	Choose the most important source material for a task, showing awareness of a range of sources	Use a range of source materials to answer questions about the past which go beyond simple observations	Describe how different types of evidence tell us different things about the past(e.g. royal portraits versus descriptions) and understand why contrasting arguments and interpretations occur	Acknowledge different points of view expressed and explain why these are important in understanding interpreting history