

Year Group/ strand	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
R	<p>Find out about past and present events in own life, and in those of family members and other peoples/he knows. Asks questions about why things happen and how things work. Look closely at similarities, differences, patterns and change.</p>				
1	<p>use terms concerned with the passing of time</p> <p>place events and objects in order</p> <p>recognise their own lives are different from lives of people in the past</p>	<p>show knowledge and understanding of aspects of the past beyond living memory</p> <p>show knowledge and understanding of some of the main events and people studied</p> <p>begin to recognise that there are reasons why people in the past acted as they did</p>	<p>begin to identify some of the different ways in which the past is represented</p>	<p>observe or handle sources of information to answer questions about the past on the basis of simple observations</p>	<p>convey an awareness and understanding of the past in a variety of ways.</p>
2	<p>use terms concerned with the passing of time</p> <p>place events and objects in order</p> <p>recognise their own lives are different from lives of people in the past</p>	<p>show knowledge and understanding of aspects of the past beyond living memory</p> <p>show knowledge and understanding of some of the main events and people studied</p> <p>begin to recognise that there are reasons why people in the past acted as they did</p>	<p>begin to identify some of the different ways in which the past is represented</p>	<p>observe or handle sources of information to answer questions about the past on the basis of simple observations</p>	<p>convey an awareness and understanding of the past in a variety of ways.</p>
3	<p>realise that the past can be divided into different periods of time</p> <p>recognise some of the similarities and</p>	<p>show knowledge and understanding of some of the main events, people and changes studied</p>	<p>begin to identify some of the different ways in which the past is represented</p>	<p>use sources of information in ways that go beyond simple observations to answer questions about the past</p>	<p>present recalled or selected information in a variety of ways using specialist terms.</p>

	<p>differences between periods</p> <p>use some dates and terms</p>	<p>begin to give a few reasons for, and results of, the main events and changes</p>			
4	<p>realise that the past can be divided into different periods of time</p> <p>recognise some of the similarities and differences between periods</p> <p>use some dates and terms</p>	<p>show knowledge and understanding of some of the main events, people and changes studied</p> <p>begin to give a few reasons for, and results of, the main events and changes</p>	<p>begin to identify some of the different ways in which the past is represented</p>	<p>use sources of information in ways that go beyond simple observations to answer questions about the past</p>	<p>present recalled or selected information in a variety of ways using specialist terms.</p>
5	<p>place events, people and changes within a chronological framework</p> <p>make appropriate use of dates and chronological conventions such as BC, AD, century and decade</p>	<p>show factual knowledge and understanding of aspects of the history of Britain and the wider world</p> <p>use knowledge and understanding to describe characteristic features of past societies and periods</p> <p>identify changes within and across different periods</p> <p>describe some of the main events, people and changes studied</p> <p>give some reasons for, and results of, the main events and changes</p>	<p>show some understanding that aspects of the past have been represented and interpreted in different ways</p>	<p>begin to select and combine information from different sources</p>	<p>begin to produce structured work, making appropriate use of dates and terms</p>

6	<p>place events, people and changes within a chronological framework</p> <p>make appropriate use of dates and chronological conventions such as BC, AD, century and decade</p>	<p>show factual knowledge and understanding of aspects of the history of Britain and the wider world</p> <p>use knowledge and understanding to describe characteristic features of past societies and periods</p> <p>identify changes within and across different periods</p> <p>describe some of the main events, people and changes studied</p> <p>give some reasons for, and results of, the main events and changes</p>	<p>show some understanding that aspects of the past have been represented and interpreted in different ways</p>	<p>begin to select and combine information from different sources</p>	<p>begin to produce structured work, making appropriate use of dates and terms</p>
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