

Skill	Reception EYFS: UofW	Year 1 & 2	Year 3 & 4	Year 5 & 6
Chronological understanding	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p> <p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p>	<p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p> <p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Names and places dates of significant events from past on a timeline.</p>	<p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.</p> <p>Sequences historical periods.</p>

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Historical interpretation – exploring historical concepts	Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. (ELG)	<p>Tell the difference between past and present in own and other people's lives Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant event in history.</p> <p>Understands why some people in the past did things.</p>	<p>Describes similarities and differences between people, events and objects.</p> <p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p> <p>Gives reasons why there may be different accounts of history.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Can discuss the impact and causes of historical change in Britain.</p> <p>Can identify and contrast changes and trends between different periods.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p>

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Historical interpretation – using and evaluating sources	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past (Reception)</p>	<p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p> <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p> <p>Looks carefully at pictures or objects to find information about the past.</p>	<p>Looks at two versions of same event and identifies differences in the accounts.</p> <p>Uses evidence to find out about change during a time period.</p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings, databases and visits to collect information about the past.</p> <p>Understands the difference between primary and secondary sources of evidence.</p>	<p>Looks at different versions of the same event and identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Identifies and uses different sources of information and artefacts, evaluating their reliability and accuracy.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p>

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Historical enquiry	Asks and answers questions about settings, characters and events encountered in books read in class and storytelling. (ELG)	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p> <p>Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p>	<p>Asks questions such as 'how did people? What did people do for?'</p> <p>Suggests sources of evidence to use to help answer questions.</p> <p>Asks questions such as 'what was it like for a during?'</p>	<p>Asks a range of questions about the past.</p> <p>Realises that there is often not a single answer to historical questions.</p> <p>Forms own opinions about historical events from a range of sources.</p>

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Organisation and communication	Talk about the lives of people around them and their roles in society. (ELG)	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). Describes objects, people and events. Writes simple stories and recounts about the past.	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms with increasing accuracy Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Chooses most appropriate way to present information to an audience. Chooses appropriate ways in which to present information (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.

Vocabulary acquisition- Never Heard the Word grids are in use. See separate documents.