

	Historical Enquiry	Chronology	Historical Knowledge	Historical Interpretation
EYFS Understanding the World	ELG Talk about past and present events in their own lives and in the lives of family members. Know and talk about similarities and differences between themselves and others, and among families, communities and traditions. To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another know about similarities and differences in relation to places, objects, materials and living things.			
Year 1 & 2	Sort artefacts into 'then' and 'now'. Ask and answer questions related to different sources and artefacts. Observe and handle a range of sources of information to find out about the past and discuss the effectiveness of the sources. Ask and answer questions about the past to find out answers.	Sequence events and artefacts into a chronological order. Use common words and phrases related to the passing of time, for example before, after, past, present, then, now. Sequence events, photographs and artefacts into chronological order, within closer time boundaries and within different periods of time.	Use a range of sources to find out about significant people and why they did things in the past to change things. Recognise why people did things and why events happened, developing empathy and understanding.	Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing. Use stories to distinguish between fact and fiction. Compare photographs of people, artefacts or events in the past, to identify differences in the ways of life. Identify different ways in which the past is represented.
Year 3 & 4	Use sources of information, including ICT, to find out about events, people and changes. Select and record information relevant to the study, using internet for research. Ask and answer different questions. Use and evaluate sources of information, including ICT, to find out about events, people and changes.	Sequence several events or artefacts into periods of time. Use dates and vocabulary related to the passing of time to place the time studied onto a time line. Place events, people and changes into correct periods of time on a timeline. Use terms related to the period and begin to date events.	Find out about lives of people in the time period studied and compare with our life today. Identify reasons for and results of people's actions Identify key features of people's lives or key features of events. Look for links and effects in the time period studied and offer reasonable explanations.	Recognise similarities and differences between periods of time. Begin to give reasons for and results of the main events and changes - developing oracy skills Identify and describe reasons for and results of historical events, situations and changes in the period studied. Identify different ways in which the past is represented and interpreted.

	<p>Use the relevant material to build up a picture of a past event.</p> <p>Ask and answer a variety of questions.</p>			
Year 5 & 6	<p>Use and evaluate sources of information, including ICT, to find out about events, people and changes.</p> <p>Use the relevant material to build up a picture of a past event. Ask and answer a variety of questions.</p> <p>Recognise primary and secondary sources.</p> <p>Use, evaluate and link a range of sources to find out about an aspect of the past.</p> <p>Suggest omissions and the means of finding out. Use the knowledge gathered to work out how conclusions were arrived at.</p>	<p>Make comparisons between different times.</p> <p>Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, and decade.</p> <p>Place current study on a timeline in relation to other studies, to sequence up to 10 events.</p> <p>Use relevant dates and terms related to the passing of time.</p>	<p>Study different aspects of life of different people (men and women) Examine causes and results of events, and the impact on people.</p> <p>Compare an aspect of life across early and late times studied.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising differences in views and feelings.</p> <p>Compare beliefs and behaviour with another time period studied.</p> <p>Use evidence to support and illustrate an explanation on the causes and effects of a past event</p>	<p>Identify and describe reasons for and results of historical events, situations and changes within and across different periods.</p> <p>Give reasons for and results of the main changes and events.</p> <p>Show some understanding that aspects of the past have been represented and interpreted in different ways.</p> <p>Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them.</p> <p>Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied.</p> <p>Recognise the past is represented and interpreted in different ways, and give reasons for this.</p>