

	Early Years	Y1	Y2	Y3	Y4	Y5	Y6
Learning Themes		Fly Me to the Moon! <i>Changes in Living Memory</i> <i>Changes Beyond Living Memory</i>	The Lady With the Lamp <i>Victorians</i> London's Burning!	Mary Anning: Fossil Hunter Mysteries of Stonehenge <i>Bronze Age</i> <i>Egyptians</i>	Operation Pied Piper <i>Romans</i> <i>Iron Age</i>	Votes for Women! It's All Greek to Me! Vicious Vikings	The Ice Challenge <i>Mayans</i> <i>Darwin</i>
Chronology	Accurately uses terms: tomorrow, yesterday, today Can talk about past/present events which are meaningful to them Begins to sort pictures into old and new	Accurately uses vocabulary relating to past/present and to the passage of time Gives simple explanations of how their life is different to life in the past Sorts objects and pictures into old and new	Accurately uses vocabulary relating to past/present and to the passage of time Recounts changes in own life over time Sequences events using a timeline; can give reasons for order Begins to compile own timeline	Develops a timeline recognising that the past can be divided into periods of time Uses an increasing range of historical vocabulary e.g. BC, AD, century, decade Recognises some of the similarities and differences between periods of time	Uses a timeline to locate/chronicle events within and across periods of time Uses an increasing range of historical vocabulary in writing e.g. BC, AD, century, decade, period etc Identifies similarities and differences between periods of time	Constructs own timeline to chronicle/locate events within British/world history Uses historical terminology and dates when describing periods of time e.g. Romans, Anglo-Saxon, era Uses knowledge of the main events within British and world history to compare periods of time	Constructs own timeline to chronicle/locate events within British and world history Confidently uses historical vocabulary, including dates of key events, when presenting learning either orally or in writing
Historical Enquiry	Understands the past through settings, characters and events encountered in books. Asks questions about events in own life/lives of those close to them Shows interest in historical sources	Begins to answer simple questions about events e.g. what happened? When? What was it like...? Begins to recognise that historical sources can be used to find out about the past Begins to suggest enquiry questions for time beyond living memory	Finds answers to simple questions about the past using historical sources Asks and answers questions using an increasing range of historical sources e.g. What was it like for a ...? What happened in the past? How was the past different to today?	Begins to raise questions for own lines of enquiry linked to cause/change/similarities/differences and significance of people and events Uses a range of historical sources to answer questions e.g. artefacts, photographs, the internet Suggests sources of evidence	Recognises the difference between primary/secondary sources Raises questions for own lines of enquiry linked to cause/change/similarities/differences and significance of people and events Uses a range of historical sources to answer questions	Selects and combines information from different sources to answer questions Raises valid questions about change/ similarities/differences and significance of people and events Recognises that some sources of evidence are more reliable than others	Selects and combines information from a wide range of sources to answer questions Begins to analyse/evaluate historical sources and their fitness for purpose Forms own opinions about events from a range of sources
Significance Of Events/ People	Knows some similarities/differences between the past and now. Knows the 'stories' of some historical figures e.g. Guy Fawkes	Recognises and makes simple observations about significant individuals and their role in historical events	Recognises, recounts and makes observations about significant individuals and their role in historical events	Can recall a number of significant individuals and events Describes similarities and differences between people and events	Can recall a number of significant individuals and events and begins to describe their legacy Describes features of past societies and people	Explains the legacy that events/ individuals have left as a result of their actions (cause and consequence) Begins to recognise the causes and impact of historical change in Britain	Explains, giving reasons, why some events/people or developments are seen as more significant than others Can give own reasons why changes may have occurred and evidence.
Historical Interpretation (including continuity/change)	Handles and compares a range of historical sources from different times	Begins to recognise that historical sources can provide information Identifies some ways in which the past can be represented	Uses sources to explain differences between the past/present Compare two events and consider why they differ Compare versions of events and opine why things may have happened/changed Begin to identify similarities/differences between ways of life	Gives reasons for the main events and changes over time Begins to describe the features of past societies /periods of time and makes links between them	Understands and describes the impact of events/ changes over time Begins to make links to other societies/periods of time and can describe some of the similarities/ Differences between them	Know that some events in the past have been represented/interpreted in different ways and offers reasons for this Begins to identify/describe change and continuity across periods of time/societies giving some evidence to support this	Describe the features of past societies/periods of time and make links between them e.g. social, cultural similarities and differences Analyse why there are different interpretations of the past and suggest reasons for these