



Key Element	Reception	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2 – Year 5
Chronological understanding	<p>To talk about the past and present events in my own life and in the lives of family members. (P&C ELG)</p>	<p>To order up to three objects in chronological order (recent history).</p> <p>To use words and phrases like old, new and a long time ago.</p> <p>To tell others about things that happened when they were little.</p> <p>To recognise that a story that is read to them may have happened a long time ago.</p> <p>To understand that some objects belonged to the past.</p> <p>To explain how they have changed since they were born.</p>	<p>To use words and phrases like: before I was born, when I was younger.</p> <p>To use phrases and words like 'before', 'after', 'present', 'then' and 'now', in their historical learning.</p> <p>To use words like past and present correctly.</p> <p>To use a range of appropriate words and phrases to describe the past.</p> <p>To sequence a set of events in chronological order and give reasons for their order.</p>	<p>To describe events and periods using the words BC, AD and decade.</p> <p>To describe events from the past using dates when things happened.</p> <p>To use my mathematical knowledge to work out how long ago events in recent and local history would have happened</p> <p>To describe events and periods using the words ancient and century.</p> <p>To use a timeline within a specific time in history to set out the order things may have happened.</p> <p>To use mathematical knowledge to work out how long ago events would have happened.</p>	<p>To plot recent history on a timeline using centuries.</p> <p>To place periods of history on a timeline showing periods of time.</p> <p>To use their mathematical skills to work exact time scales and differences as need be.</p> <p>To use dates and historical language in their own work.</p> <p>To begin to build up a picture of what main events happened in Britain/the world during different centuries.</p> <p>To draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p>

Chronological understanding				<p>To use their mathematical skills to round up time differences into centuries and decades.</p> <p>To begin to recognise and quantify the different time periods that exists between different groups that invaded Britain.</p>	<p>To place features of historical events and people from past societies and periods in a chronological framework.</p> <p>To create timelines which outline the development of specific features, such as, medicine, weaponry, transport.</p>
Knowledge and Interpretation	<p>To understand how some famous people have helped their lives be better today.</p> <p>To begin to identify the differences between old and new objects.</p> <p>To identify objects from the past, for e.g. old toys.</p> <p>To be able to give examples of things that are different in my life from that of my grandparents when they were young.</p>	<p>To recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.</p> <p>To understand that we have a queen who rules us and that Britain has had a King or Queen for many years.</p> <p>To be able to recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p> <p>To understand how in our country there is not just one person that makes decisions, it is a group of people – Democracy.</p>	<p>To explain how my local area was different in the past.</p> <p>To recount some interesting facts from an historical event, such as where the fire of London started.</p> <p>To explain why Britain has a special history by naming some famous events and some famous people.</p> <p>To explain what is meant by a parliament.</p>	<p>To appreciate that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>To begin to picture what life would have been like for the early settlers.</p> <p>To suggest why certain events happened as they did in History.</p> <p>To understand that Britain has been invaded by several different groups over time.</p> <p>To understand that invaders in the past would have fought fiercely, using hand to hand combat.</p> <p>To suggest why certain people acted as they did in history.</p> <p>To explain how events from the past have helped shape our lives.</p> <p>To begin to appreciate why Britain would have been an important country to have been invaded and conquered.</p>	<p>To explain how events from the past have helped shape our lives.</p> <p>To appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>To explain how people lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>To recognise that the lives of wealthy people were very different from those of poor people.</p> <p>To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p>To begin to appreciate that how we make decisions has been through a parliament for some time.</p>

Knowledge and Interpretation					<p>To be able to make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>To understand how significant events in History have helped shape the country we have today.</p> <p>To gain a good understanding as to how crime and punishment has changed over the years.</p>
Historical Enquiry	<p>To begin to ask questions about old and new objects.</p> <p>To begin to spot new and old things in a picture.</p> <p>To be able to answer simple questions using an artefact/photograph provided.</p> <p>To give a plausible explanation about what an object was used for in the past.</p>	<p>To begin to answer questions using a range of artefacts/photographs provided.</p> <p>To find out something about the past by talking to an older person.</p>	<p>To answer questions by using a specific source, such as an information book.</p> <p>To find out more about a famous Briton from the past and carry out some research on him/her.</p> <p>To find out about a famous event that happened in Britain</p>	<p>To understand the role that archaeologists have had in helping us to understand more about what happened in the past.</p> <p>To use various sources to piece together information about a period in History.</p> <p>To research a specific event from the past and to then write about it.</p> <p>To use my 'information finding skills' in writing to help me write about 'historical information'.</p> <p>Through research, identify similarities and differences between given periods in history.</p> <p>To research two or more versions of an event and say how they differ.</p> <p>To research what it was like for a child in a given period from the past and use</p>	<p>To research more than one version of an event and say how they differ.</p> <p>To research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</p> <p>To give more than one reason to support and historical argument.</p> <p>To communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.</p> <p>To understand how historical artefacts have helped us understand more about British lives in the present and past.</p>

Organisation and Communication				They are beginning to think about the appropriate use of dates and terms.	They are beginning to produce structured work, making appropriate use of dates and terms. They select and organise information to produce structured work.
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