

	Vocabulary	Chronology	Sources	Significant individuals	Own lives and the local area	Cause and effect
Nursery	<p>Make connections and comments about similarities and differences with their family and other families.</p>				<p>Retell a simple story about a family event in the past.</p>	
Reception	<p>Begin to use historical vocabulary (A long time ago, yesterday, before, When I was...)</p> <p>Can talk about past and future things they are going to do with their families.</p> <p>Retell stories about things they have done in the past with some historical language.</p>	<p>Sequence events that happen in the school day.</p> <p>Sequence people e.g. baby, toddler, child etc...</p>	<p>Can look at pictures in the past and explain what they see.</p>	<p>Compare and contrast key figures or periods of time from the past.</p>	<p>Comment on familiar situations in the past e.g. Birthday celebrations</p>	
Year 1	<p>Use simple vocabulary to describe the passing of time (year, past, present, then, now)</p>	<p>Begin to order pictures and artefacts from different time periods</p>	<p>Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.</p> <p>Ask and respond to simple questions about the past, using sources of information</p>	<p>Sequence the story of a significant historical figure.</p>	<p>Compare own life and interests now with their babyhood (clothes, toys, food etc.)</p> <p>Retell a story or significant event from their past.</p> <p>Describe how people, places and events in their own locality have changed</p>	

Year 2	Use further terms associated with the past (e.g. year, decade and century).	Order events in a period of history studied and begin to recall the dates of important festivals or celebrations.	Build a 'bigger picture' of a historical period, using a range of source material.  Ask and answer questions about a range of historical sources.	Use the stories of famous historical figures to compare aspects of life in different times.  Describe why a significant individual acted the way they did.	Describe how their own life is different from past generations of their own family.  Can discuss significant events, people and places in their own locality.	Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings.  Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.
Year 3	Use appropriate historical vocabulary to describe key features of a time period.	Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.	Choose the most important source material for a task, showing awareness of a range of sources.	Explain how a significant figure of a period influenced change.  Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.	Compare life in the present day to life in the past (Ancient Egyptians/Ancient Greeks)	Explain how people and events have influenced life today.
Year 4	Begin to use abstract terms (e.g. empire, civilisation)	Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.	Use a range of source materials to answer questions about the past which go beyond simple observations.  Ask and answer more complex questions through independent research.	Explain how significant historical figures contributed to national and international achievements in a variety of eras.  Explain the impact of a significant historical figure on life in Britain.		Explain that an event can have more than one cause.  Describe some of the main changes in Britain, resulting from an event (e.g., an invasion or war).  Express an opinion on whether a person or event had a positive or negative impact on life in Britain.

Year 5	<p>Make appropriate use of historical terms.</p>	<p>Independently place historical events or change on a timeline, remembering key facts from a period of history studied.</p>	<p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p> <p>Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.</p>	<p>Describe how a significant individual or movement has influenced the UK or wider world.</p>	<p>Describe how an event (e.g. Saxons/Vikings) affected a local town or village.</p>	<p>Explain why people acted as they did (why did the Saxons/Vikings invade England?)</p>
Year 6	<p>Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and social)</p>	<p>Create, a timeline from dates/details/eras, showing knowledge of what they have learnt.</p>	<p>Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.</p> <p>Acknowledge different points of view expressed and explain why these are important</p>	<p>Describe how their own lives have been influenced by a significant individual or movement.</p>	<p>Suggest and research information sources required to present an in-depth study of a local town or city.</p> <p>Describe how their own lives have been influenced by a significant individual or movement.</p>	<p>Describe the negative or positive impact of a period of history on society.</p> <p>Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.</p>