


HISTORY 	Historical Vocabulary	Progression of Historical Skills – Disciplinary Knowledge			
		Historical Enquiry	Chronological Understanding	Historical Interpretation	Organisation and Communication
Nursery	Day Week Old / New Before / After Today Tomorrow Yesterday	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Ask a question about a historical artefact? (What is it? What does it do?) 	<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. Can create a timeline of their routine when getting ready for school 	<ul style="list-style-type: none"> Can identify what is the same and what is different about themselves and their peers' routines 	<ul style="list-style-type: none"> Recognise and describes special events for family and friends Draw a picture, make a model, write, create role play about a special event that happens or happened in their life.
Reception	A long time ago Objects Later Then Now Earlier Year Special	<ul style="list-style-type: none"> Asks and answer questions about sources of evidence relating to their topic (What is that used for? Why did they do that? Which things are old and new?) 	<ul style="list-style-type: none"> Talks about past and present events in their own lives and the lives of family members. 	<ul style="list-style-type: none"> They know about similarities and differences between themselves, others, and among families, communities and traditions. Identifies similarities and differences of objects and artefacts (old and new) 	<ul style="list-style-type: none"> Sort events or objects into groups (old and new / then and now) Orally explain or tell a story (with or without role play) about a significant historical event that has taken place or reoccurs yearly.
Year 1	Past Present Artefacts Evidence Important Change Event Modern Order	<ul style="list-style-type: none"> Beginning to explain why people in the past acted as they did Look at, and use, stories, books, photographs, pictures and artefacts to find out about the past 	<ul style="list-style-type: none"> Can sequence events in their own life on a timeline. Order a set of important events from their topic and place it on a timeline. Sequence 4 or 5 artefacts from different periods of time. Use the words past and present when describing an event Use the words past and now (present) when describing an event. 	<ul style="list-style-type: none"> Identify the different ways in which the past is represented. (Photographs, artefacts, reports) Identify different ways in which the past can be represented. (Photographs, artefacts, stories) 	<ul style="list-style-type: none"> Recounts sections of stories and facts from the past (before living memory)

Year 2	Reliable (introduce significance) Sequence Impact Similarities and differences Chronological Century (100 years) Decade (10 years)	<ul style="list-style-type: none"> • Ask questions and find answers about the past. • Explain why certain events were considered to be important at the time or how they changed the future. • Begin to explain what happened as a result of people's actions in the past. 	<ul style="list-style-type: none"> • Recount changes, in sequence, in own life over time. • Sequence significant events, dates or artefacts from periods studied. 	<ul style="list-style-type: none"> • Explain the different ways in which the past is represented. • Compare books, pictures, stories, accounts, photographs, artefacts and buildings. • Begin to discuss the reliability of photos / accounts and stories. 	<ul style="list-style-type: none"> • Explain the main events from a significant moment in history (orally, written). • Identify the difference between ways of life at different times in the past. • Use evidence to describe buildings and their uses for people from the past.
Year 3	Significant Validity Accuracy Cause Consequence Chronology Compare Ages Ancient AD / BC ACE / BCE Long ago	<ul style="list-style-type: none"> • Ask and answer simple questions about the past using different sources of evidence. • Use documents, printed sources the internet, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. 	<ul style="list-style-type: none"> • Place the events of the time studied on a time line and introduce the terms BC/AD. • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Use Historical knowledge and learning to sequence artefacts from time periods that are closer together. 	<ul style="list-style-type: none"> • Look at representations of the period – museum, cartoons etc • Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> • Explain the significance of a particular event and the consequence of it in a piece of writing or in a presentation.
Year 4	Contrast Judgement Period Legacy Civilisation	<ul style="list-style-type: none"> • Frame historically valid questions throughout topic. • Use documents and artefacts (same as y3) to collect evidence about the past and choose which to use to answer questions. • Ask questions and find answers about the past. 	<ul style="list-style-type: none"> • Order significant events and dates on a timeline. • Describe the main changes in a period in history. 	<ul style="list-style-type: none"> • Identify the reasons for contrasting forms of evidence recounts. • Make a good judgement on what is the most reliable source of evidence and why. 	<ul style="list-style-type: none"> • Describe similarities and differences between people, events and artefacts. • Describe how some of the things I have studied from the past affect/influence life today.

<p>Year 5</p>	<p>Turning point Change and continuity Century (as a period of time) Primary Source Secondary Source Interpretation</p>	<ul style="list-style-type: none"> • Make links between some of the features of past societies e.g. democracy • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> • Know and sequence key events of time studied and compare to previous learning (e.g. knowing where events are in relation to each other) 	<ul style="list-style-type: none"> • Recognise how interpretations of evidence can vary in opinion due to a number of factors. • Consider how to check accuracy of differing views. 	<ul style="list-style-type: none"> • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today. • Write a biography about a significant person research in class.
<p>Year 6</p>	<p>Long arc of time Period Era Duration</p>	<ul style="list-style-type: none"> • Give reasons why changes may have occurred, backed up by evidence. • Describe how some of the things studied from the past affect/influence life today. • Make links between some of the features of past societies. • Choose reliable sources of evidence to answer questions and compare. 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies. Time line display. 	<ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history and give reasons why there may be different accounts of history 	<ul style="list-style-type: none"> • Describe similarities and differences between people, events and artefacts. • Create artwork that portrays the significance and impacts of a historical event. • Write a biography of a significant person.