

YEAR 1

Chronological Awareness

To know that 'the past' is events that have already happened.

To know that 'the present' is time happening now.

Sequence three or four events in their own life (e.g. birthday, starting school, starting Y1 etc.)

Use common words/phrases for the passing of time (e.g. now, long ago, then, before, after).

Substantive (abstract) Concepts

To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc).

Disciplinary Concepts

Describe simple changes and ideas/objects that remain the same.

To know that people change as they grow older.

Beginning to look for similarities and differences in their own lives over time.

To know that photographs and artefacts can tell us about the past.

Historical Enquiry

Asking how and why questions based on stories, events and people.

Making simple observations about the past from a source.

Making simple inferences and deductions from sources of evidence.

YEAR 2

Chronological Awareness

To know that events in history may last different amounts of time.

To know a decade is ten years.

Sequence up to six photographs, focusing on the intervals between events.

Placing events on a timeline, building on times studied in Year 1.

Substantive (abstract) Concepts

To know that a monarch in the UK is a king or queen.

To know the legacy and contribution of some inventions (e.g. flight).

Disciplinary Concepts

To know that daily life has changed over time but that there are some similarities to life today.

To know that changes may come about because of improvements in technology.

Making simple observations about a source or artefact.

Compare pictures or photographs of people or events in the past.

Historical Enquiry

Ask a range of questions about stories, events and people.

Use a source to answer questions about the past.

Making simple conclusions about a question using evidence to support.

YEAR 3**Chronological Awareness**

To know that history is divided into periods of history e.g. ancient times, middle ages and modern.

To know that BC means before Christ and is used to show years before the year 0.

To know that AD means Anno Domini and can be used to show years from the year 1AD.

To sequence events on a timeline, referring to times studied in KS1 to see where these fit in.

Substantive (abstract) Concepts

To understand some reasons why empires fall/collapse.

To know that there were different reasons for invading Britain.

To understand the earliest settlements in Britain and that they changed over time.

To be able to identify achievements and inventions that still influence our lives today from Roman times.

Disciplinary Concepts

Identify reasons for change and reasons for continuities.

To know that archaeological evidence can be used to find out about the past.

Historical Enquiry

To be able to create questions for different types of historical enquiry.

To make links and connections across a period of time, cultures or groups.

YEAR 4**Chronological Awareness**

Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.

Use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.

Place the time studied on a timeline.

Substantive (abstract) Concepts

To understand that social hierarchies and structures existed including aristocracy and peasantry.

To know that settlement created tensions and problems.

To understand the impact of settlers on the existing population.

To understand how invaders and settlers influence the culture of the existing population.

To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.

Disciplinary Concepts

Identify what the 'situation' was like before changes occurred.

To know that 'historically significant' events are those which changed ,any people's lives and had an impact for many years to come.

Historical Enquiry

Define the terms 'source' and 'evidence'.

Describing past events orally or in writing, recognising similarities and differences with today.

Understanding that there may be multiple conclusions to a historical enquiry question.

YEAR 5**Chronological Awareness**

Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.

Independently using the terms AD and BC in their work.

Substantive (abstract) Concepts

To know that there are different reasons for the decline of different empires.

To know about the diverse experiences of the different groups coming to Britain over time.

To be aware of the different beliefs that different cultures, times and groups hold.

Disciplinary Concepts

To know that change can be traced using the census.

To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.

To understand the types of information that can be extracted from a census.

Addressing and devising historically valid questions.

Historical Enquiry

Developing an awareness of the variety of historical evidence in different periods of time.

Begin to interpret simple statistical sources.

Constructing explanations for past events using cause and effect.

YEAR 6**Chronological Awareness**

Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Anglo-Saxons, Romans, Tudors, Greeks, Victorians & Aztecs).

Develop a chronologically secure understanding of British, local and world history across the periods studied.

Comparing and making connections between different contexts in the past.

Substantive (abstract) Concepts

To understand the impact of war on local communities and their daily lives.

To understand how the monarchy exercised absolute power.

To understand that there was a race to discover new countries and that this resulted in new items to be traded (e.g. silk, spices and precious metals).

To understand that there are differences between early and later civilisations.

Disciplinary Concepts

Develop strategies for checking the accuracy of evidence.

Explain the reasons for changes and continuity using the vocabulary and terms of the period as well.

Recognise primary and secondary sources.

To know that the most reliable sources are primary sources which were created for official purposes.

Start to analyse and explain the reasons for, and results of historical events, situations and change.

Historical Enquiry

Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.

Using different sources to make and substantiate historical claims.

Asking questions about the interpretations, viewpoints and perspectives held by others.