

	Reception	Year 1	Year 2	Year 3	Year 4
<b>Chronological Understanding</b>	<p>To show interest in things that go on in their lives and the lives of other people.</p> <p>Talk about things that have happened in their past and the past of their grandparents.</p>	<p>Sequence events in their life.</p> <p>Sequence 3 or 4 artefacts from distinctly different time periods</p> <p>Match objects to people of different ages.</p>	<p>Sequence artefacts closer together in time – check with reference books.</p> <p>Sequence photographs etc from different periods of their life.</p> <p>Describe memories of key events in lives.</p>	<p>Place the time studied on a time line.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p>	<p>Place events from periods studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms eg BC/AD</p>
<b>Range and depth of historical knowledge</b>	<p>Recognise the difference between past and present in their own and others' lives they know.</p> <p>Recount episodes from stories about the past.</p>	<p>Recognise the difference between past and present in their own and others' lives they know.</p> <p>Recount episodes from stories about the past.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p>	<p>Find out about everyday lives of people in the time period studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>
<b>Interpretation of History</b>		<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>

				the period – museum, cartoons etc	
<b>Historical enquiry</b>		Find answers to simple questions about the past from sources of information e.g. artefacts.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>
<b>Organisation and communication</b>	Communicate their knowledge through: Discussion ... Drawing pictures ... Drama/role play ... Making models ... Writing ... Using ICT ...			<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	