

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Concepts Knowledge of the past - Substantive	Chronology	I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <i>I can relive past experiences through role play activities and retell events in order.</i>	I know events can be put in chronological order, using pictures and discussion. <i>I can put familiar events in chronological order, using pictures and discussion.</i>	I know sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. <i>I can order information on a timeline.</i>	I know a timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. <i>I can sequence significant information in chronological order.</i>	I know dates and events can be sequenced on a timeline using AD (<i>Roman Empire</i>) or BC (<i>Stone Age</i>). <i>I can sequence dates and information from several historical periods on a timeline.</i>	I know key changes and events of historical periods can be placed on a timeline that represents a specific period of time. <i>I can sequence significant dates about events within a historical time period on historical timelines.</i>	I know different world history civilisations existed before, after and alongside others. <i>I can sequence and make connections between periods of world history on a timeline.</i>	I know timelines demonstrate the chronology and links between key civilisations, events in world history. <i>I can articulate and present a clear, chronological world history narrative within and across historical periods studied.</i>
	Everyday life	I am beginning to make sense of my own life-story and family's history. <i>I can talk about past and present events in my own life and in the lives of people who are important to me.</i>	I know about past and present events in my own life and in the lives of people who are important to me. <i>I can talk about past and present events in my own life and in the lives of people who are important to me.</i>	I know about aspects of everyday life within or beyond my own living memory. <i>I can describe an aspect of everyday life within or beyond my own living memory.</i>	I know about the everyday lives of people in a period within or beyond my own living memory. <i>I can describe the everyday lives of people in a period within or beyond my own living memory.</i>	I know about the everyday lives of people from past historical periods. <i>I can describe the everyday lives of people from past historical periods.</i>	I know the impact that culture and beliefs have had on everyday life in different periods of history. <i>I can describe the impact of culture and beliefs on everyday life in different periods of history.</i>	I know how everyday life changed or continued during different periods of history. <i>I can explain how everyday life changed or continued during different periods of history.</i>	I know and understand the human impact that events such as war, oppression, conflict and rebellion have had on the everyday life of a past or ancient society. <i>I can evaluate the human impact of events such as war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</i>
	Communication	I know we change as we grow. <i>I can begin to use words relating to the passage of time when retelling a past event.</i>	I know a timeline shows the order in which events happen. <i>I can order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</i>	I know words and phrases used to describe the passing of time include now, yesterday, last week and last year. <i>I can use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</i>	I know historical terms and phrases linked to monarchs include king, queen, sovereign, ruler and reign. <i>I can use the historical terms year, decade and century.</i>	I know historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era). <i>I can use historical terms to describe different periods of time.</i>	I know key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing. <i>I can use more complex historical terms to explain and present historical information.</i>	I know historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. <i>I can articulate and organise important information and detailed historical accounts using topic related vocabulary.</i>	I know abstract historical terms include colonisation, empire, enslavement, rebellion and resistance. <i>I can use abstract terms to express historical ideas and information.</i>
	Hierarchy and Power	I know kings and queens are rulers and they make rules. <i>I can talk about the actions of kings and queens in stories.</i>	I know kings and queens are rulers of a country and in the past kings and queens made rules to decide how people should behave. <i>I can explore and talk about pictures, stories and information books on the theme of royalty.</i>	I know what a monarch is and can name some monarchs of England. <i>I can describe the role of a monarch.</i>	I know and understand that hierarchy is a way of organising people in society according to how important they are. <i>I can describe the hierarchy of a past society.</i>	I know there is a difference between the wealth and status of people, and this creates hierarchy where increase in wealth leads to conflicts. <i>I can describe the roles of different members of communities and explain how this influenced everyday life.</i>	I know hierarchy structures in civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. <i>I can describe the hierarchy and different roles in ancient civilisations.</i>	I know and understand how the misuse of power and poor leadership can cause civilisations to decline. <i>I can describe the significance, impact and legacy of power in ancient civilisations.</i>	I know common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status. <i>I can describe and explain the significance of a leader or monarch.</i>

Historical Concepts									
Second-order concepts - Disciplinary									
Continuity and Change									
		I know the past only includes things that have already taken place. <i>I can begin to spot similarities and differences between pictures of the past and the modern day.</i>	I know the way that people lived in the past is not the same as the way that we live now. <i>I can explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</i>	I know changes within and beyond living memory have happened over the last 100 years. <i>I can describe changes within or beyond living memory.</i>	I know life has changed over time due to changes in technology, society, use of materials, and new ideas about how things should be done. <i>I can describe how an aspect of life has changed over time.</i>	I know aspects of history that can change over time include jobs, health, art and culture and everyday life. <i>I can answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</i>	I know changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs and the availability of resources. <i>I can summarise how an aspect of British or world history has changed over time.</i>	I know changes over time can happen rapidly or slowly and that continuity is the concept that some historical aspects stay the same over time. I know continuity is impacted by rule, government, everyday life and significant events (War) <i>I can pose historically valid questions about continuity and change and justify responses.</i>	I know the causes of significant events can be long-term. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. <i>I can explore and discuss similarities between aspects of present day and history, using reliable artefacts, resources and document to pose historically valid questions about continuity and change and justify responses.</i>
Significant Events and People									
		I understand the past through settings, characters and events encountered in books read in class and storytelling. <i>I can comment and ask questions about significant people that I have seen in books and photographs.</i>	I understand the past through settings, characters and events encountered in books read in class and storytelling. <i>I can share stories and talk about significant people who lived in the past.</i>	I know a person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. <i>I understand and can use the term significant and explain why a significant individual is important.</i>	I know historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. <i>I can use historical models to make judgements about significance and describe the impact of a significant historical individual.</i>	I know historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. <i>I can devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</i>	I know a profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. <i>I can construct a profile of a significant leader using a range of historical sources.</i>	I know beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. <i>I can explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</i>	I know decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day. <i>I can examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</i>
		I know the past includes the things that happened yesterday, last week, last year or long ago. <i>I can talk about things that happened in the past.</i>	I know stories, or narratives, can tell us about important things that happened in the past. <i>I can listen to and talk about stories describing significant events from the past.</i>	I know significant historical events include those that cause great change for large numbers of people. <i>I can describe a significant historical event in British history.</i>	I know important individual achievements include great discoveries and actions that have helped many people. <i>I can describe and explain the importance of a significant individual's achievements on British history.</i>	I know significant events in the past have caused great change over time including invasion and settlement. They have influenced how people live today. <i>I can describe how a significant event or person in British history changed or influenced how people live today.</i>	I know individual events linked to themes, such as invasion, settlement and rule all show changes in British life over time. <i>I can describe a series of significant events, linked by a common theme, that show changes over time in Britain.</i>	I know key aspects of British history include the rise, fall and actions of the monarchy; war; the lives of the rich and poor and changes in everyday life. <i>I can create an in-depth study of an aspect of British history beyond 1066. (Tudors/WWII)</i>	I know significant leaders and events, can affect societies on a global scale including invasion of a country and transfer of power. <i>I can articulate the significance of a historical leader and events in British history demonstrating global awareness.</i>

	<p>I know kings and queens are rulers and they make rules. I can talk about the actions of kings and queens in stories.</p>	<p>I know kings and queens are rulers of a country and in the past kings and queens made rules to decide how people should behave. I can explore and talk about pictures, stories and information books on the theme of royalty.</p>	<p>I know what a monarch is and can name some monarchs of England. I can describe the role of a monarch.</p>	<p>I know and understand that hierarchy is a way of organising people in society according to how important they are. I can describe the hierarchy of a past society.</p>	<p>I know there is a difference between the wealth and status of people, and this creates hierarchy where increase in wealth leads to conflicts. I can describe the roles of different members of communities and explain how this influenced everyday life.</p>	<p>I know hierarchy structures in civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. I can describe the hierarchy and different roles in ancient civilisations.</p>	<p>I know and understand how the misuse of power and poor leadership can cause civilisations to decline. I can describe the significance, impact and legacy of power in ancient civilisations.</p>	<p>I know common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status. I can describe and explain the significance of a leader or monarch.</p>
Civilisations					<p>I know human invention and ingenuity from different civilisations have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. I can describe how past civilisations or lives of people in Britain developed during a specific time period.</p>	<p>I know and understand the impacts that achievements and influences from ancient civilisations have had impact on the wider world. I can create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</p>	<p>I know networks of trade routes connected countries and changed economies because they opened trade links between different civilisations. I know exchanges between civilisations, included exposure to new art, religion, philosophy, science and language. I can study a feature of a past civilisation or society.</p>	<p>I know some kingdoms were powerful, highly evolved civilisations that created wealth and power from natural resources, trade and military prowess. I can create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>
Similarities and Differences (Including Local History)	<p>I know the way people lived in the past is different from the way we live today. I am beginning to notice similarities and differences between life now and in the past.</p>	<p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. I can describe some similarities and differences between things in the past and the present.</p>	<p>I know identifying similarities and differences helps us to make comparisons between life now and in the past. I can identify similarities and differences between ways of life within or beyond living memory.</p>	<p>I know a historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. I can describe what it was like to live in a different period.</p>	<p>I know different periods of history can be compared to recognise similarities and differences. I can explain the similarities and differences between two periods of history.</p>	<p>I know characteristics of different civilisations can be similar or contrasting. I can explain the similarities and differences between periods of history including civilisations.</p>	<p>I know aspects of history can be compared and contrasted in different ways including rulers and monarchs, everyday life and invasion. I can compare and contrast different aspects of history across different periods.</p>	<p>I know many historical threads such as such as the invasion of a country by a leader and an army, lifestyle and belief can be compared and contrasted. I can compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p>
	<p>I know some similarities and differences between things in the past and now connected to my local area. I can explore photographs to show how the school or locality has changed over time.</p>	<p>I know some similarities and differences between things in the past and now connected to my local area. I can explore and talk about important events in the school or locality's history.</p>	<p>I know important events in a school's history include celebrations and anniversaries. I can describe important events in the school's history.</p>	<p>I know commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. I can describe, in simple terms, the importance of local events, people and places.</p>	<p>I know national and international events, such as wars, new technologies and changes in leadership, can have a positive or negative impact on a locality. I can analyse a range of historical information to explain how a national or international event has impacted the locality.</p>	<p>I know a past event or society can impact a local settlement in several ways including the number of inhabitants and language. I can describe and explain the impact of a past society on a local settlement or community. Core knowledge</p>	<p>I know aspects of British history and related sites that may have local significance. I can investigate and talk about an aspect of history or a site dating from beyond 1066 that is significant in the locality.</p>	<p>I know sources of information for a study of a local town or city include primary sources, such as buildings, and secondary sources, such as commemorative plaques. I can present an in-depth study of a local town or city, suggesting how to source the required information.</p>

Artefacts and Sources	<p>I know objects from the past can look different to objects today. I can comment and ask questions about objects from the past.</p>	<p>I know objects from the past can look different to objects from the present. I can make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</p>	<p>I know historical artefacts are objects that were made and used in the past and sources include artefacts, written accounts, photographs and paintings. I can use a range of historical artefacts and sources to find out about the past.</p>	<p>I know artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. I can examine an artefact or source and suggest what it is, where it is from, when and why it was made and who owned it.</p>	<p>I know diaries, letters, photographs and physical artefacts are historical source materials and some are more reliable than others. I can discuss the reliability of a historical source or artefact.</p>	<p>I know historical artefacts can reveal much about the object's use or owner. I know bias is the act of supporting or opposing a person or thing in an unfair way. I can make deductions and draw conclusions about the reliability and bias of a historical source or artefact.</p>	<p>I know using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. I can use a range of historical sources or artefacts to build a picture of a historical event or person and find evidence from different sources, identify bias and form balanced arguments.</p>	<p>I know questions can be used to evaluate the usefulness of a historical source and know different types of bias include political, cultural or racial. I can ask perceptive questions to evaluate an artefact or historical source, identify different types of bias and explain the impact of that bias.</p>
			<p>I know historical sources include artefacts, written accounts, photographs and paintings. I can express an opinion about a historical source.</p>	<p>I know a fact is something that is known or true. An opinion or viewpoint is a thought or belief about something. I can use historical sources to begin to identify viewpoint.</p>	<p>I know Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. I know Secondary sources are created by someone who has not participated in the event they describe. I can identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p>	<p>I know bias is the act of supporting or opposing a person or thing in an unfair way. I can identify bias in primary and secondary sources.</p>	<p>I know bias is the act of supporting or opposing a person or thing in an unfair way and to provide a balanced argument is a response to a question or statement where you consider multiple viewpoints. I can find evidence from different sources, identify bias and form balanced arguments.</p>	<p>I know different types of bias include political, cultural or racial. I can identify different types of bias in historical sources and explain the impact of that bias.</p>