



Key Concepts	Chronological Understanding	Range of Depth in Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
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Key Concept	Year R	Y1	Y2	Y3	Y4	Y5	Y6
Chronological Understanding		<ul style="list-style-type: none"> Sequence events in their life Match objects to people of different times Sequence several artefacts from different periods of time Understand the difference between things that happened in the past and the present Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. 	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and can be ordered using significant events and dates on a timeline. Describe the main changes in a period in history 	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Within a period of history. Make comparisons between different times in the past 	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
Range of Depth in Historical Knowledge		<ul style="list-style-type: none"> Recognise the difference between the past and the present in their own lives They know and recount stories from the past 	<ul style="list-style-type: none"> Recognise why people did things (significant individual study), why events happened and what happened as a result. Identify differences between ways of life at that time. 	<ul style="list-style-type: none"> Find out about the everyday lives of the people in time period studied Compare with our life today 	<ul style="list-style-type: none"> Identify key features and events of time studied Look for links and effects in time studied Offer reasonable explanations for some events 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. 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. Write another

						<ul style="list-style-type: none"> • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<p>explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <ul style="list-style-type: none"> • Know key dates, characters (significant individual) and events of a time studied
Interpretations of History		<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people and events in the past • Discuss reliability of photos • and accounts/stories 	<ul style="list-style-type: none"> • Explore the idea that there are different accounts of history • Identify and give reasons for different ways in which the past is represented (use of sources) • Distinguish between different sources – compare different versions of the same story. 	<ul style="list-style-type: none"> • Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a way that persuades others. 	<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. • Give reasons why there may be different accounts of history. • Evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> • Evaluate evidence to choose the most reliable forms • Know that people both in the past have a point of view and that this can affect interpretation. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Historical Enquiry		<ul style="list-style-type: none"> • Relate his/her own account of an event and understand that others may give a different version • Sort artefacts from then/now • Local study to be undertaken. One year the study to be Fire of London linking to Samuel Pepys (lived locally) The next year study to focus on changes through the years of Brampton 	<ul style="list-style-type: none"> • Use a source to research something from the past making simple observations • Local study to be undertaken. One year the study to be Fire of London linking to Samuel Pepys (lived locally). The next year study to focus on changes through the years of Brampton Village Primary. 	<ul style="list-style-type: none"> • Use sources such as: documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Begin to ask questions and find answers about the past. 	<ul style="list-style-type: none"> • Use sources such as: documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Begin to ask questions and find answers about the past 	<ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical 	<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources into one fluent account • Local study into

		Village Primary.		<ul style="list-style-type: none"> Local study of Brampton (possibly up to Huntingdon) looking at changes to buildings, landscapes and facilities. Thinking about why this happened, who is responsible and the effect on people's lives. Did the war have an impact on Brampton/Huntingdon as a place? 	<ul style="list-style-type: none"> Local study of Brampton (possibly up to Huntingdon) looking at changes to buildings, landscapes and facilities. Thinking about why this happened, who is responsible and the effect on people's lives. Did the war have an impact on Brampton/Huntingdon as a place? 	<p>questions. I</p> <ul style="list-style-type: none"> Investigate own lines of enquiry by posing questions to answer. Local study into Huntingdon/ Cambridgeshire. In-depth look at Oliver Cromwell and his impact on the local area and the country as a whole. Buildings such as Hinchinbooke house, Cromwell Museum and The Falcon. 	<p>Huntingdon/ Cambridgeshire. In-depth look at Oliver Cromwell and his impact on the local area and the country as a whole. Buildings such as Hinchinbooke house, Cromwell Museum and The Falcon.</p>
Organisation and Communication		<p>Children will communicate their knowledge in variety of ways such as;</p> <ul style="list-style-type: none"> Writing e.g Historical recounts, Pirate Fact-files Discussion Drawing pictures Drama / Role play Making models Using ICT 	<p>Children will communicate their knowledge in variety of ways such as;</p> <ul style="list-style-type: none"> Writing e.g Historical recounts, Pirate Fact-files Discussion Drawing pictures Drama / Role play Making models Using ICT 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.