

HISTORY		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HISTORICAL KNOWLEDGE	1. Constructing the past	Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.	Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.	Establish clear narratives within and across the periods they study. Understand overview and depth.	Establish clear narratives within and across the periods they study. Understand overview and depth.	Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
	2. Sequencing the past	Know where people and events fit within a chronological framework.	Know where people and events fit within a chronological framework.	Develop chronologically secure knowledge and understanding of British, local and world history.	Develop chronologically secure knowledge and understanding of British, local and world history.	Develop chronologically secure knowledge and understanding of British, local and world history.	Develop chronologically secure knowledge and understanding of British, local and world history.
		Develop awareness of the past, using common words and phrases relating to the passing of time.	Develop awareness of the past, using common words and phrases relating to the passing of time.				
HISTORY CONCEPTS	3. Change and development	Identify similarities and differences between ways of life in different periods. Study changes within living memory.	Identify similarities and differences between ways of life in different periods. Study changes within living memory.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.
	4. Cause and effect	Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.	Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.	Address and devise historically valid questions about cause.	Address and devise historically valid questions about cause.	Address and devise historically valid questions about cause, providing an explanation for evidence using the evidence that they have found	Address and devise historically valid questions about cause, providing an explanation for evidence using the evidence that they have found
	5. Significance and interpretations			Address and devise historically valid questions about significance.	Address and devise historically valid questions about significance.	Address and devise historically valid questions about significance.	Address and devise historically valid questions about significance.
HISTORICAL ENQUIRY	6. Planning and carrying out a historical enquiry	Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.	Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.

			Use a wide vocabulary of everyday historical terms				
	7. Using sources as evidence	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented	Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.