

Disciplinary knowledge To be a Historian children need to be able to.....				
Year group	Chronology	Investigate and interpret	Knowledge and understanding	Vocabulary
1	Recount past changes from their own lives Sequence some events in chronological order	Begins to use sources to identify some details and answer simple questions	Identify key events and people	Subject related vocabulary and: past, old, new, recent, young, days, months,
2	Place historical figures, events and artefacts in order on a given time line, using dates where appropriate. Add labels to time lines	Use artefacts, pictures, stories, online sources and databases to find out about the past Ask and answer questions such as What was it like for a...? What happened? How long ago?	Give reasons why people from the past acted in the ways they did. Use information gained from research to describe differences between then and now	Subject related vocabulary and: recently, before, after, now, later, a long time ago
3	Use dates to place events, artefacts and historical figures on a timeline	Study two different accounts of the same event, exploring similarities and differences Refer to more than one source of evidence for more accurate understanding of events	Describe features of period studied e.g. clothes, beliefs, homes, attitudes. Describe similarities and differences between people, events and objects over time.	Subject related vocabulary and: century, decade, BC, AD
4	Understand that changes occur over time. Add evidence and dates to timeline to represent this Use dates and historical terminology to describe events	Give reasons why separate versions of the same event may differ in the accounts Explore main events and changes in history, giving causes and consequences Independently suggest sources of evidence to answer their questions	Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes. Describe how some past events and actions of people affect life today.	Subject related vocabulary: during, chronology, era, dates, time period, change
5	Identify significant changes within and across historical periods studied Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this	Select reliable sources of evidence to answer questions about the past. Appreciate that there is not always a single answer to historical questions. Begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others.	Describes causes and consequences of the main events, situations and changes in the period studied. Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. Identifies links and changes within and across the time periods and localities studied.	In addition to subject related vocabulary - legacy, period
6	Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes) Relate current studies to previous learning and make comparisons between different times in history	Select suitable sources of evidence, giving reasons for the choice. Explore all available evidence to form their own opinion on a historical event Evaluate the usefulness and accuracy of different sources of evidence Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history.	Explain and evaluate causes and consequences of the main events, situations and changes in the period studied. Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.	In addition to subject related vocabulary - continuity, social, religious, political, technological, cultural

