

	Knowledge/context/perspective	Chronology	Interpretation	Historical Enquiry	Continuity and change	Cause and consequence	Significance	Substantive Concepts
E Y F S	<p>Context: Children talk about past and present events in their own lives and in the lives of family members. They explore what life was like before them through stories and artefacts.</p> <p>Perspective: Personal and centred on themselves and their community. Through stories and illustrations.</p> <p>Time: Within the context of their own lives and living memory of family and teachers.</p> <p>Knowledge: Children are able to understand the difference between past and present in their own lives.</p>	<p>Recount events that have happened to them in the past.</p> <p>Through stories (settings, characters and events), explore some similarities and differences between life in the past and now.</p> <p>Sequence events/objects in their life.</p> <p>Talk about change and what will happen in the future.</p>	Use stories, non-fiction and artefacts to begin to talk about what we notice and to understand that tell us things about the past.	Begin to ask and find answers to simple questions about the past through the prompts of stories, artefacts, all about me box and show and tell.	Talking about change within their own lives and the lives of their family and friends.	Children begin to use language to describe what has happened and to suggest why that might be the case.	Events from a place of personal significance.	Key terms: before me, past me, me now, past, present

	They begin to understand that events happened before them and will happen in the future.							
1	<p>Context: Mary Anning, Brunel and 1960s childhood</p> <p>Perspective: Local and national</p> <p>Time: Within living memory, Victorian</p> <p>Knowledge: Recognise the difference between past and present in their own lives and others' lives</p> <p>Know and recount episodes from stories about the past in and beyond living memory</p>	<p>Sequence events/objects in their life</p> <p>Sequence artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p> <p>Begin to know where people, places and events fit within a chronological framework</p> <p>Describe memories of key events in their life</p>	<p>Identify different ways in which the past is represented – e.g. pictures, documents, films, TV, museum displays</p> <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>Know how to find out about the past from a range of sources e.g. artefacts, pictures, people, sites, documents</p> <p>Begin to ask and find answers to simple questions about the past from sources of information e.g. artefacts</p>	Identify differences between life in the present and life in the past	Begin to recognise why people did things and why events happened	Talk about who was important in a period/ context	power, scientific understanding, industry, trade, culture
2	Context: Jane Goodall/Darwin, Great Fire of London, Katherine Johnson,	Identify similarities/differences between periods	Select information about places from photographs,	Know how to find out about the past from a wider range of sources e.g.	Identify differences between life in the present	Recognise and begin to give reasons for why people did	Explain who was important in a period/	scientific understanding, government, power, culture, industry

	<p>Grace Darling, Victorian seaside</p> <p>Perspective: Local and national and international</p> <p>Time: Stuarts, Victorian, Within living memory</p> <p>Identify differences and similarities between ways of life at different times</p> <p>Demonstrate factual knowledge and understanding of aspects of the past in and beyond living memory</p> <p>Make distinctions between aspects of their own times and different past times</p> <p>Recognise that there are reasons why people in the past acted as they did</p>	<p>Be able to order key events/objects/people from seventeenth century to present day</p> <p>Sequence artefacts closer together in time – check with a reference book</p> <p>Know where people, places and events fit within a chronological framework</p>	<p>texts and other sources</p> <p>Compare versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Identify different ways the past is represented</p>	<p>artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events</p>	<p>and life in the past and give reasons for these differences</p>	<p>things and why events happened and what happened as a result</p>	<p>context giving reasons</p>	
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3	<p>Context:</p> <p>Local: Stone Age – Iron Age, European: Greeks</p> <p>Global: Ancient civilisations in – depth study: Egyptians.</p> <p>Perspective: Local, national, European and international (Africa)</p> <p>Time: Prehistoric, ancient civilisations</p> <p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Demonstrate factual knowledge and understanding of some of the main events and people covered</p> <p>Recognise some of the similarities and</p>	<p>Recognise that the past can be divided into different periods of time</p> <p>Place the periods studied on a timeline</p> <p>Sequence several events/artefacts</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 the period – museum, cartoons, etc.</p>	<p>Find out about the past from a range of sources – what happened and when?</p> <p>Begin to select 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>Begin to ask and answer historically valid questions</p>	<p>Describe and make links between different events, changes and situations within a period/society</p>	<p>Identify reasons for and results of peoples' actions and what happened as a result</p> <p>Begin to understand motive</p>	<p>Describe the contribution of people, events and developments</p>	<p>Trade, industry, civilisation, culture, power,</p>
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	<p>differences between periods</p> <p>Begin to give reasons for and results of main events and changes studied and why people in the past acted as they did</p>							
4	<p>Context: Romans, Anglo-Saxons, Vikings</p> <p>Perspective: Local, Western and Northern European, international</p> <p>Time: Roman, the Dark Ages</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features, people and events of time studied</p> <p>Recognise some of the similarities and differences both</p>	<p>Begin to be able to place events, people and changes into different periods of time showing an emerging sense of sense of period</p> <p>Place events from periods studied on a time line</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> <p>Ask and begin to answer a variety of historically valid questions</p>	<p>Use a range of 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>Describe and explain links between different events, changes and situations within a period/society</p>	<p>Give reasons for and results of main events and changes studied and why people in the past acted as they did</p>	<p>Describe and use sources of information to explain the contribution made of particular people, events and developments</p>	<p>empire, power, settlement, trade</p>

	<p>within and between periods</p> <p>Offer a reasonable explanation for some events</p>							
5	<p>The Elizabethans, Bristol and slavery, Chocolate in Bristol</p> <p>Perspective: Local and international</p> <p>Time: Elizabethans, Victorian/ Georgians</p> <p>Study different aspects of different people – differences between men and women</p> <p>Compare life within the periods studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Be able to place events, people and changes into a chronological framework</p> <p>Know and sequence key events of time studied</p> <p>Make comparisons between different times in the past noting connections and contrasts</p>	<p>Understand how and why some historical events, people, situations and changes have been interpreted differently</p> <p>Begin to be able to evaluate these interpretations</p> <p>Compare accounts of events from different sources</p> <p>Offer some reasons for different versions of events</p>	<p>Begin to evaluate sources as part of an enquiry</p> <p>Ask and answer significant questions of sources in context</p> <p>Begin to identify primary and secondary sources</p> <p>Select relevant sections of information</p> <p>Begin to address questions about cause, change, similarity, difference and significance</p>	<p>Describe and make links between different events, changes and situations across periods and societies</p>	<p>Examine causes and results of great events and the impact on people</p> <p>Begin to understand how factors causing an event are interrelated</p> <p>Identify changes within and across periods</p> <p>Give some reasons for, and results of, the main events and changes</p>	<p>Explaining the contribution of a significant person, event and development within a period/context</p>	<p>Trade, industry, empire, power, culture</p>

						studied and why people in the past acted as they did		
6	<p>WW1, The Mayans</p> <p>Perspective: Local and international</p> <p>Time: twentieth century, non-European (AD 900)</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Know key dates, characters and events of time studied</p>	<p>Be able to place events, people and changes within a chronological framework</p> <p>Use the chronological framework of British history fluently – e.g. Stone Age to present</p> <p>Place current study on time line in relation to other and previous studies</p> <p>Note trends over time</p> <p>Establish clear narratives within and across periods of study</p>	<p>Understand and explain how and why some historical events, people, situations and changes have been interpreted differently and give reasons why</p> <p>Be able to analyse and evaluate these interpretations explaining and justifying reasons</p> <p>Link sources and work out how conclusions were arrived at</p>	<p>Independently evaluate sources as part of an enquiry</p> <p>Ask and answer significant questions of sources in context</p> <p>Collect and record information and draw conclusions</p> <p>Identify sources for an investigation being able to justify reasons why and begin to consider their bias and appropriateness</p>	<p>Describe and make links between main events, changes and situations within and across different periods and societies</p>	<p>Analyse and give reasons for historical events, situations and changes. Identify a range of contributory factors for a given event</p>	<p>Explain the legacy of a significant person, event and development</p> <p>Understand that this changes through time</p>	Civilisation, trade, power,

	<p>Use factual knowledge to describe characteristic features of past societies and periods</p> <p>Give a range of reasons for, and results of, the main events and changes studied and why people in the past acted as they did</p>	<p>Make links between comparisons between different times in the past noting connections and contrasts over time</p>	<p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p>	<p>Use a range of primary and secondary sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Construct informed responses that involve thoughtful selection and organisation of</p>				
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				<div>relevant historical information</div> <div>Address questions about cause, change, similarity, difference and significance</div>				
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