

	KS1		Lower KS2		Upper KS2	
Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>To begin to place events onto a timeline such as days of the week or ordering a story (Before, After, Next)</p> <p>Begin to identify old and new</p>	<p>To begin to understand where events about would fit on a timeline such as events in their own or their family's lives.</p> <p>Identify some of the main events/ people from the past</p>	<p>To place names, dates and events in British and world history onto a timeline and begin to understand where they fit in relation to key events such as BC/ AD</p> <p>Begin to identify some of the main events/ people/ places from the past</p>	<p>To place names, dates and events in British and world history onto a timeline and understand where they fit within key events in History</p> <p>Identify some of the main events/ people/ places from the past and begin to understand how events are linked.</p>	<p>To place names, dates and events in British and world history onto a timeline and begin to describe where they fit within a chronological framework.</p> <p>Identify some of the main events/ people/ places from the past. Order events and consider why historical events occurred in that sequence</p>	<p>To describe some of the main events in British and world history and identify where they fit within a chronological framework beginning to explain these in more detail.</p> <p>Describe events in depth including key individuals, dates and places accurately. of the area of history, I am learning about.</p>
Study of Evidence	<p>Look at pictures/artefacts from the past and say what is similar and what is different to present day.</p>	<p>Use visual information/ artefacts to answer simple questions about the past.</p>	<p>Use visual and written information to ask or answer questions about the past.</p>	<p>Use a range of different sources to draw conclusions, make observations, predict, ask or answer questions about the past.</p>	<p>Begin to formulate own questions and make predictions/ summarise using a range of evidence including pictures, maps, diaries etc</p>	<p>Begin to select and use appropriate evidence from a range of sources beginning to evaluate their usefulness and reliability as a source.</p> <p>Write in-depth answers including evidence to justify an opinion.</p> <p>Formulate my own questions based on evidence.</p>
Understanding	<p>Begin to understand that things have changed over time. i.e. Such as how our bodies change as we get older.</p>	<p>Understand how some things have changed over time in a historical context (ie old and new irons)</p>	<p>Begin to understand the similarities and differences between the past and now and some of the reasons for the changes.</p>	<p>Begin to understand how some things have changed over time and how some have remained the same.</p> <p>Begin to understand what caused key events to happen.</p>	<p>Understand how some things have changed over time and how some have remained the same.</p> <p>Understand what caused key events to happen.</p>	<p>Describe how some things have changed over time and how some have remained the same.</p> <p>Begin to identify the different ways in which the past has been interpreted.</p>