

	Chronology	Cause and Consequence	Change and Continuity	Similarity and Difference	Sources and Evidence	Significance
KS1	<p>Recognise the distinction between past and present</p> <p>Know where some people and events fit into chronology using common words and phrases; before, after, a long time ago, past, present, modern, old...</p>	<p>Think about why some things in the past might have happened (e.g the GFOL)</p> <p>Question why things happen and give simple explanations.</p>	<p>Recognise the distinction between how their lives are different to other people's lives</p>	<p>Identify some similarities and difference between their own present and aspects of the past</p>	<p>Use sources to answer simple questions about the past</p> <p>Ask and answer questions about the past through observing and handling a range of sources such as objects and pictures</p> <p>Identify simple ways we know about the past.</p>	<p>Think about why some famous people in the past are important or special (including their own family and more significant historical figures)</p>
LKS2	<p>Use specialist dates and terms (decade, Roman, BC, AD)</p> <p>Place topics studies onto a timeline.</p> <p>Identify where some periods of time fit into chronology by making some connections over time.</p>	<p>Describe how Britian has been influenced by History</p> <p>Use sources to start devising valid questions about cause.</p> <p>Identify and give reasons for results of historical events, situations and changes.</p>	<p>Use sources to start devising valid questions about change.</p> <p>Describe and make links between events, situations and changes within periods of time and across closely connected time periods (e.g. Anglo-Saxons and Vikings)</p>	<p>Identify some links between periods of time and significant times in history.</p> <p>Identify similarities and differences between periods of time and the present.</p>	<p>Understand some methods of historical enquiry and how to evidence it: making observations and asking and answering questions about the past.</p> <p>Identify some of the different ways we know about the past.</p> <p>Know that different versions of the past may exist and give some reasons for this.</p> <p>Use sources as a basis for research.</p>	<p>Understand some significant aspects of History including the River Nile for the Egyptians.</p> <p>Describe some of the main events, people and periods they have studies.</p>
UKS2	<p>Sequence events and periods through appropriate terms (empire, civilisation etc)</p> <p>Analyse connections, trends and contrasts over time.</p> <p>Put together and describe a 'narrative' of history.</p>	<p>Analyse and explains reasons for results of historical events, situations and changes.</p>	<p>Identify and explain change and continuity within and across time periods.</p>	<p>Identify and explain similarities and differences between contrasting people, places, events and periods of time.</p>	<p>Understand the difference between secondary and primary sources of information.</p> <p>Understand the methods of historical enquiry and how evidence is used to make claims.</p> <p>Begin to discern how and why contrasting arguments and interpretations have been constructed.</p> <p>Use sources for a basis for research and begin to use them to test hypothesis.</p> <p>Begin to evaluate sources for their reliability.</p> <p>Understand how our knowledge from the past is constructed from a range of sources.</p> <p>Know that there are often different versions of the past and give some reasons for this.</p>	<p>Understand the significant aspects of history.</p> <p>Begin to recognise why some events, people and changed might be judged as more significant than others.</p>