

Chronology

KS1 (Y1/Y2) – KS1 children begin to understand the differences between the past and present based on their own and other people's lives.

KS2 (Y3) – Children start to build a chronology understanding of key historical periods. E.g., Stone Age periods (Palaeolithic, Mesolithic and Neolithic period).

KS2 (Y4) – Pupils continue to develop a chronological understanding, but they begin to recognise key events within each period and how this links to their understanding of world history.

Y5/Y6 – Children understand where key historical periods fit within the timeline of world history and how some periods overlap. They are also able to explain/recognise the key developments and contributions within that era and how this has contributed to society and the wider world.

Historical Vocabulary

KS1 (Y1/Y2) – Children begin to use historical terms to discuss the difference between the past, present and the future. E.g., before, a long time ago, then, now, etc).

Children are introduced to historical vocabulary of time e.g., centuries, years ago etc (Y2).

KS2 (Y3) – Y3 pupils begin to develop their historical vocabulary of time and they are introduced to BCE, BC, CE AD. They are then exposed to vocabulary through the historical eras they explore and study e.g., archaeologists, artefacts, tribe, shelter, civilization, settlement etc.

Y4 – Children begin to recognise subject specific historical terms through the topics they explore and broader such as empire, democracy, wealth, patriarchy, civilizations etc.

Y5/Y6 – Children are able to use subject specific historical terms to support their discussions and writing to explain historical concepts such as cause & consequence, change and continuity and similarities & differences etc. Pupils are exposed to key vocabulary such as: wealth, patronage, patrons, wealth, gender inequalities social class, empire, civilizations, social class, gender & social inequalities, democracy, invasion, culture, society etc.

Historical enquiry and interpretation of sources

KS1 (Y1/Y2) – The children begin to ask questions and discuss the historical evidence presented to them. They also begin to understand how to find out about the past based on research and evidence.

KS2 (Y3) – Children continue to ask and answer historically valid questions based on interpreting sources of evidence. Additionally, they are introduced to primary and secondary sources and some elements of archaeological evidence.

Y4 – Year 4 pupils continue to address historically valid questions based on evidence. They begin to discuss and critique sources based on their overall reliability. They will begin to construct informed responses by selecting and organising historical information within a historical context.

Y5/Y6 – Children are able to analyse and critique a range of primary and secondary sources. They are also exposed to archaeological evidence. They use this information to critically engage with how knowledge from the past is constructed, making their own interpretations based on the overall reliability of the source.

Y6 – Children dissect and examine the way knowledge of the past is constructed and question the information that is presented to them.

Pupils are exposed to new history and how historians and archaeologists continue to use historical evidence from the past and develop new findings that may challenge knowledge of the past.

Children begin to question and synthesize historical information from a variety of sources.

Continuity and Change

KS1 (Y1/Y2) – Children start to become aware of how some things have changed and remained the same from the past to the present day.

KS2 (Y3) – Y3 pupils are able to identify the changes and what has remained the same from the past to the modern day.

Y4 – Children begin to discuss and explain the changes and what has continued from the past to the modern-day making links to key events and historical periods.

Y5/Y6 – Pupils are able to justify and make complex links between key changes and what has remained the same within and across historical periods and societies.

Children start to justify and critique the changes and continuity within and across historical eras.

Cause and Consequence

KS1 (Y1/Y2) – Children begin to discuss and explain why events took place in History.

KS2 (Y3) – Pupils continue to discuss and give reasons as to why historical events occurred and the overall impact/consequence.

Y4 – Children are able to use sophisticated historical vocabulary to explain the cause and consequence of key changes within History based on significant events or figures.

Y5/Y6 – Pupils are able to analyse and discuss the reasons for historical events, situations and changes. They are able to discuss the overall effectiveness and impact of these changes during the time and how this has impacted the world we live in today.

This continues to develop in Y6, where children begin to use their prior knowledge to make links.

Similarities and Differences

KS1 (Y1/Y2) – Children begin to identify the similarities and differences between ways of life from the past to the present day.

They are also able to identify similarities and differences between different types of people and events in society.

Y3 – Children are able to explain the similarities and the differences between different societies, events and figures.

Y4 – Pupils are able to discuss and recognise the social, cultural, religious and ethnic differences between different societies and events within History.

Y5 – Children continue to develop the above and begin to use historical vocabulary to describe the similarities and differences e.g., social class, peasants, patronage, wealth, inequalities, gender roles etc.

Y6 – Pupils in Year 6 are able to analyse and critique the diverse experiences, ideas, beliefs and attitudes of people in past societies, including Britain. They make connections between cultural, social and religious aspects of the past and compare them to the present day

Using historical vocabulary, they continue to describe and analyse the similarities and differences between different societies e.g., social class, Hindu-caste system and different cultures, hierarchy, civilization, societies, empires, power, wealth etc.

Significant individuals and events

KS1 (Y1/Y2) – Children are able to identify significant people and events and what has led them to become significant.

Pupils are able to identify why an individual or an event is significant.

KS2 (Y3) – Pupils continue to identify historically significant figures in events and situations. They are also able to explain why the event/figure is significant in History.

Y4 – Children in Year 4 can identify and explain why an individual is significant, as well as the impact they had on their society or historical era.

Y5/Y6 – Children begin to analyse a range of significant figures within a historical period or era. They begin to analyse and justify which figure is the most significant based on their contributions to society/world. In Year 6, children continue to make these links and discuss how an individual's contributions has impacted the world we live in today.