

History at Georgian Gardens Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> Sequence events in their life Sequence 3-4 artefacts from distinctly different periods Match objects to people of different times Use key words e.g. old, new, days, months, a long time ago, years, when 	<ul style="list-style-type: none"> Sequence artefacts closer together in time and check with books Sequence photos, events or objects from different periods of their life Describe key memories of key events in their lives Use keywords as year 1 but also to include recently, before, after, now, later 	<ul style="list-style-type: none"> Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past e.g. century, decade, monarch Use dates and terms related to the study unit and passing of time AD/BC 	<ul style="list-style-type: none"> Put events, people, places and artefacts on a timeline Use terms related to the period and begin to date events e.g. 21st Century for present and 19th or 20th century for past, AD, BC Use correct terminology as year 3 but also include after, before, during, empire civilization 	<ul style="list-style-type: none"> Know and sequence key events of time studies Timelines to include national and local events Use relevant terms and period labels Make comparisons between different times in the past Identify changes within and across historical periods Use correct terminology as before but also include – Tudors, Victorian, era and period 	<ul style="list-style-type: none"> Put study unit on timeline in relation to other studies Use relevant terms and dates Describe main changes in periods of history Use correct terminology as before but include – social, religious, political, technological and cultural
Historical Enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts. 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations, pictures and artefacts. Ask and answer questions – What was it like...How long ago did it happen... 	<ul style="list-style-type: none"> Use a range of sources to find out about a period. Observe small details, artefacts, pictures. Visit historical buildings. Select and record info relevant to the study – suggest sources of evidence to use to help answer questions. 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in a time past. Ask a variety of questions. Use the library and internet for research. Start to understand the difference between primary and secondary sources of evidence. 	<ul style="list-style-type: none"> Begin to use and identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence. Realise there is not often a single answer to historical questions 	<ul style="list-style-type: none"> Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account. Evaluate resources and form their own opinion.

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Historical Interpretation	<ul style="list-style-type: none"> ● Use stories to encourage children to distinguish between fact and fiction. ● Compare adults talking about the past – how reliable are their memories? ● Use pictures and stories. 	<ul style="list-style-type: none"> ● Compare 2 versions of a past event – books. ● Compare pictures or photographs of people or events in the past. ● Discuss the reliability of photos / accounts / stories. ● Use artefacts, internet – discuss reliability. 	<ul style="list-style-type: none"> ● Identify and give reasons for different ways in which the past is represented. ● Distinguish between different sources – compare different versions of the same story. ● Look at representations of the period – museum, cartoons etc. 	<ul style="list-style-type: none"> ● Look at the evidence available. ● Begin to evaluate the usefulness of different sources. ● Use text books and historical knowledge. ● Give reasons as to why there may be different accounts in history. 	<ul style="list-style-type: none"> ● Compare accounts of events from different sources – fact or fiction. ● Offer some reasons for different versions of events. ● Know that people (now and in past) can represent events or ideas in ways that persuade others. 	<ul style="list-style-type: none"> ● Link sources and work out how conclusions were arrived at. ● Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. ● Be aware that different evidence will lead to different conclusions - propaganda, miss-information. ● Confidently use books and internet for research.
Depth of Knowledge	<ul style="list-style-type: none"> ● Recognise the difference between past and present in their own and other's lives. ● Know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> ● Recognise why people did things, why events happened and what happened as a result. ● Identify differences between ways of life at different times. ● Use information to describe differences between then and now. ● Use artefacts and evidence to support this. 	<ul style="list-style-type: none"> ● Find out about everyday life of people studied. ● Compare with our life today. ● Identify reasons for and results of people's actions. ● Understand why people may have wanted to do something. ● Look at homes, leisure, clothes, beliefs and attitudes, rich vs poor. ● Use evidence. ● Field trip. 	<ul style="list-style-type: none"> ● Use evidence to reconstruct life in time studied. ● Identify key features and events of time studied. ● Look for links and effects in time studied. ● Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> ● Study different aspects of different people – differences between men and women. Social, cultural, religious. ● Examine causes and results of great events and the impact on people. ● Compare life in early and late 'times' studied. ● Compare an aspect of life with the same aspect in another time period. 	<ul style="list-style-type: none"> ● Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same view and feelings. ● Compare the beliefs and behaviours with another time studied. ● Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. ● Know key dates, characters and events in time studied.