

Understanding the World (EY only)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>To notice detailed features of things around them.</p> <p>To understand relationships between them and their immediate family.</p> <p>To understand that some family members are older because they were born earlier.</p>	<p>To comment on and asks questions about aspects of THEIR familiar world.</p>	<p>To comment on things they have observed.</p> <p>To begin to recognise changes around them.</p> <p>To talk about some of the things they have observed (plants, animals, objects).</p>	<p>To develop an understanding of growth and change.</p> <p>To talk about why things happen.</p> <p>To begin to understand significant historical events in their own immediate family and discusses why they happened.</p>	<p>To look closely at similarities, differences, patterns and changes.</p> <p>To explain how something has changed using simple time-related vocabulary.</p>	<p>To know about similarities and differences in relation to places, objects, materials and living things.</p> <p>To make observations and explain why changes occur.</p>

Interpretation and Enquiry

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To use sources from within living memory to compare to themselves today e.g. photographs of grandparents as children – differences in attire</p> <p>To use living memory artefacts to gather information or answer closed questions.</p>	<p>To use sources from the past to gather information or answer closed questions</p> <p>To use artefacts to compare past and present – pictures of cars, planes etc.</p> <p>To notice similarities and differences between past and present – cars, planes etc.</p>	<p>To use two or more difference sources to piece together information about a specific historical period.</p> <p>To use sources to infer what life may have been like during a specific historical period.</p> <p>To begin to build and validate own interpretations of specific historical periods.</p> <p>To begin to distinguish between different types and validity of sources.</p>	<p>To investigate primary and secondary sources to piece together information about a specific time period.</p> <p>To understand that primary and secondary sources have different values and explain why.</p> <p>To evaluate how useful different sources are and explain what information they provide.</p>	<p>To investigate, understand, compare and contrast two different versions of an event.</p> <p>To begin to understand and recognise source bias.</p> <p>To comment on reliability and bias of sources. Explain impact on validity.</p>	<p>To gather information from wide range of sources and select which sources the most reliable and relevant.</p> <p>To consider different ways of checking and evaluating reliability of sources.</p> <p>To understand that there if often more than one answer to historical questions.</p> <p>To make links between different sources and explain what information they provide together.</p>

					To independently check the accuracy of sources.
<p>To talk about significant events in their own living memory.</p> <p>To ask 'what' questions.</p> <p>To answer simple, closed questions about given sources.</p>	<p>To ask questions about objects from the past e.g. why were they used? How have they changed?</p> <p>To begin to discuss the effectiveness of sources.</p>	<p>To ask who, what, how, where, why questions.</p> <p>To find answers in a given text extract, photograph or video.</p> <p>To begin to conduct their own research to answer questions about a given event.</p> <p>To ask and answer enquiry-based questions.</p>	<p>To further develop confidence with who, what, how, where, why questions.</p> <p>To begin to identify similarities between historical periods and people.</p> <p>To choose relevant sources to present a picture of specific periods of time.</p>	<p>To begin to question the cause of historical events.</p> <p>To talk about the effects of historical events and decisions.</p> <p>To complete research confidently using a range of sources – books, internet.</p>	<p>To further develop questioning of causes of historical events.</p> <p>To talk about the wider impact of historical events.</p> <p>To explain the significance of historical events on present day life.</p> <p>To pose and answer questions about events and people from the past.</p> <p>To independently bring together a range of sources to find out about or present information about a specific period of time.</p>

Knowledge					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To develop knowledge of aspects of living memory</p> <p>To recall some facts about events before living memory.</p> <p>To use drama and role-play to begin to understand why people did things in history.</p>	<p>To develop knowledge of significant national or global events</p> <p>To develop knowledge of significant individuals from the past</p> <p>To recount the main events from a significant event in history.</p> <p>To begin to describe differences between then and now.</p> <p>To use drama and role-play to begin to develop empathy for people in history.</p>	<p>To use a range of sources to describe culture and leisure activities from the past.</p> <p>To use a range of sources to describe clothes and way of life of people from the past.</p> <p>To use a range of sources to describe buildings and their uses in the past.</p> <p>To begin to make comparisons between historical periods and present-day life.</p> <p>To begin to understand reasons behind historical events and decisions.</p>	<p>To use a range of sources to describe what was important to people from the past.</p> <p>To use a range of sources to describe differences between people of different classes in the past.</p> <p>To describe similarities and differences between people and events in the past.</p> <p>To begin to describe how historical events and people studied affect present-day life.</p> <p>To begin to understand cause and effect related to historical events.</p>	<p>To begin to choose the most reliable source to gather information about a person or event from the past.</p> <p>To begin to give reasons why changes have occurred.</p> <p>To describe, in detail, differences and similarities between historical people and events and present-day life.</p> <p>To begin to make links between features of past societies.</p> <p>To identify differences between difference people in history and present-day life.</p>	<p>To choose reliable sources to gather information about the past.</p> <p>To give reasons why changes have occurred, backed up by evidence.</p> <p>To describe how past events and people have influenced modern day life.</p> <p>To make links between features of past societies.</p> <p>To understand the beliefs and behaviours of people in history.</p> <p>To write or verbalise detailed explanations of cause and</p>

				To begin to examine and understand causes and impacts of historical events and decisions.	<p>effect of historical events and decisions.</p> <p>To know key dates, people and events of period studied.</p> <p>To compare and contrast ancient civilisations.</p>
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Chronological Understanding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To sequence objects or artefacts in age order.</p> <p>To order personal events on a timeline.</p>	<p>To sequence objects and events beyond living memory e.g. changes in technological devices.</p>	<p>To order historical events with given dates.</p> <p>To use dates related to the passing of time.</p> <p>To place the time studied on a timeline with other periods of time.</p> <p>To place events within the time period studied on a timeline.</p>	<p>To create specific, closed timelines within set periods of history.</p> <p>To use terms related to the period of time being studied and use dates to explain time passing.</p> <p>To use AD and BC on a timeline.</p>	<p>To understand that events in history can overlap in terms of time.</p> <p>To begin to create parallel timelines for given timeline.</p> <p>To make links between current period being studied and previous periods studied.</p> <p>To make comparisons between different periods of time in history.</p>	<p>To compare changes within and across different time periods,</p> <p>To create timelines of two periods to compare British history with world history.</p> <p>To sequence up to ten events on a timeline within a given period.</p> <p>To sequence overlapping historical periods on a timeline.</p>

Organisation and Communication

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To sort events and objects in groups (then and now).</p> <p>To begin to use simple timelines to order events.</p> <p>To talk, draw and write about things from the past.</p>	<p>To describe objects, people or events in history.</p> <p>To use timelines to order events.</p> <p>To communicate (speaking, writing, drawing, role-play) about people, objects or events in history.</p>	<p>To communicate ideas about the past using different genres of writing, drawing, diagrams, role-play and ICT.</p> <p>To begin to independently create more intricate timelines about people and events in history.</p> <p>To begin to select the most appropriate data and sources to</p>	<p>To communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, role-play, storytelling and ICT.</p> <p>To independently create more intricate timelines about people and events in history.</p> <p>To choose the most appropriate data sources of information to</p>	<p>To communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, role-play, storytelling and ICT.</p> <p>To research, plan and deliver presentations about periods studied.</p>	<p>To use a variety of ways to communicate knowledge and understanding.</p> <p>To plan and carry out individual investigations into historical events or people.</p>

		gather information about events and people in history.	match dates to events and people in history.		
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