

History Curriculum – The Meadows Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	To sequence pictures chronologically from a story about the past. To use vocabulary relating to the passing of time e.g. then, now, a long time ago, today etc.	To sequence a story in chronological order (links to the development of historical vocabulary). To use vocabulary relating to the passing of time e.g. then, now, a long time ago, today, old, new, before and after. To sequence a few pictures or objects in chronological order. To know where people & events fit within a chronological framework.	To create simple timelines to represent historical information in chronological order. To sequence objects/events on a simple chronological timeline. To begin to use a wider range of vocabulary related to the passing of time e.g. before, after, long ago, months, years etc.	To create increasingly accurate timelines to represent historical information in chronological order. To sequence objects/events on a timeline in chronological order, adding detailed information labels. To use a broader range of vocabulary linked to the passing of time confidently to describe times studies e.g. before, after, long ago, months, years, century, decade etc.	To begin to produce more complex timelines that require description of changes through time. To begin to place pictures, artefacts and other sources in the correct chronological order through the application of knowledge of a period studied. To participate in activities that require the correct use of historical terms relating to the passing of time e.g. ancient, medieval, modern, BC, AD, century, decade etc.	To produce more complex timelines that require description of changes through time. To apply their knowledge of a period studied by placing artefacts, pictures and other sources in the correct chronological order. To participate in activities that require an increasingly more sophisticated use of terms relating to the passing of time e.g. ancient, medieval, modern, BC, AD, century, decade, revolution, reform etc.
Knowledge & understanding	To listen to information from simple stories about the past. To begin to give reasons for their own actions e.g. children explain why they did something. To begin to show a knowledge of 'change' within their own life span.	To listen to information from stories about the past and answer simple questions. To show a knowledge of and begin to describe a 'change' in their own life span. To begin to recognise some similarities and differences between ways of life in the past compared to today. To begin to give simple reasons for an event or action relating to things before living memory.	To begin to acquire knowledge of the past from stories and eyewitness accounts. To begin to give a reason for an event or actions relating to other people in other times. To demonstrate some knowledge of concrete examples of change over time e.g. iron design over the generations. To recognise some of the differences between ways of life in the past.	To acquire knowledge of the past from stories and eyewitness accounts. To give a reason/s for an event or action relating to people in past times. To demonstrate a growing knowledge on concrete examples of change over time e.g. iron design over the generations.	To begin to understand that people in past societies had a range of views. To describe the links between different features of past situations. To describe the actions of people in the distant and unfamiliar historical settings. To provide more general and impersonal reasons for events. To explain the way events or actions have several linked causes and outcome. To describe cause and consequence in relation to abstract ideas such as short and long term. To produce extended written descriptions of change across time. To understand that there is both change and continuity in developments. To describe change through the use of general, abstract terms such as; gradual or rapid, important or unimportant, economic or religious etc.	To understand that people in past societies had a range of views and begin to analyse and explain them. To describe the links between different features of past situations. To describe, analyse and evaluate the actions of people in the distant and unfamiliar historical settings. To provide more general and impersonal reasons for events. To explain the way events or actions have several linked causes and outcome. To describe cause and consequence in relation to abstract ideas such as short and long term. To produce extended written descriptions of change across time. To understand that there is both change and continuity in developments. To describe change through the use of general, abstract terms such as; gradual or rapid, important or unimportant, economic or religious etc.
Historical Interpretation	To begin to see the past represented in a limited range of ways e.g. story, songs and pictures.	To see the past represented through a range of ways e.g. stories, songs, written accounts, artefacts, songs and pictures.	To begin to view the past through a broader range of ways e.g. written accounts, artefacts, museum, TV programmes and plays. To begin to consider the accuracy of different interpretations of the past.	To view the past through a broader range of ways e.g. written accounts, artefacts museums, TV programmes and plays. To begin to give reasons for differences between interpretations of the past. To begin to see how gaps in evidence can influence interpretations. To begin to comment on the accuracy of interpretations by using knowledge and understanding of the topic.	To work on a wider variety of interpretations such as historical books, museum displays and historical novels. To give reasons for differences between interpretations. To see how gaps in evidence can influence interpretations. To communicate on the accuracy of interpretations by using knowledge and understanding of the topic.	To work on different types of interpretations such as historical books, museum displays and historical novels. To begin to analyse the differences between interpretations with reference to the specific circumstances in which each was produced. To begin to evaluate different interpretations with reference to the specific evidence that was used to create them. To begin to evaluate the validity of interpretations with reference to the subject matter and the position of the author.

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Historical Enquiry	To begin to talk about a source. To work on and answer questions set by the teacher.	To talk about a source. To begin to ask and answer their own questions of sources. To begin to use sources of information to make statements about the past that go beyond their living memory.	To use sources of information to make statements about the past that go beyond simple observations. To ask and answer their own questions of sources. To begin to draw together information from an increasing range of sources including ICT.	To begin to draw together information from an increasing range of sources including ICT. To ask and answer their own questions of sources with increasing detail. To begin to identify why sources are useful for particular tasks.	To draw together information from an increasing range of sources including ICT. To draw together information from sources about the complexity of life in a past period. To identify why sources are useful for particular tasks. To relate the details of sources to their background knowledge of a topic.	To draw together, with increasing accuracy, information from an increasing range of sources including ICT and begin to reach substantiated conclusions. To begin to evaluate the validity of a source for an investigation by reference to both internal evidence and background knowledge. To begin to develop a deeper understanding of a source by detailed reference to the context in which it was produced.
Organisation & Communication	To respond to activities through talk, play and drawing.	To begin to show an awareness and understanding of a topic orally, visually and in their written work linked to a topic.	To show an awareness and understanding orally, visually and in writing about a topic. To begin to identify sources that are useful for specific enquiries.	To begin to produce structures narratives and descriptions, To identify sources that are useful for specific enquiries. To begin to use a broad range of historical terms and dates accurately in relation to the periods studied.	To produce structures narratives and descriptions. To identify sources that are useful for specific enquiries. To use a broad range of historical terms and dates accurately in relation to the periods studied.	To begin to produce consistently well-structured and argued answers including substantiated conclusions in the form of narratives, descriptions and explanations. To identify sources that are useful for specific enquiries. To make consistently accurate use of a wide range of historical terms.