

	COMPONENTS of KNOWLEDGE							
	30-50	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Describe main story settings, events and principal characters. 	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> Sequence events or objects in chronological order. 	<ul style="list-style-type: none"> Sequence artefacts closer together in time sequence events, photos etc from different periods of their life describe memories of key events in lives 	<ul style="list-style-type: none"> Place the time studied on a time line sequence events or artefacts use dates related to the passing of time 	<ul style="list-style-type: none"> Place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line
Vocabulary	Today Day Long ago Tomorrow Week	Month The present New/recent Lifetime /The past Timeline Remember	Artefact Timeline Living memory New/recent Lifetime	Artefact Timeline Living memory Date Modern Decade / Century	Era/period – B.C.E (Before the Common Era) C.E (Common Era) A.D (Anno Domini) B.C (Before Christ) Chronological	Era/period – B.C.E (Before the Common Era) C.E (Common Era) A.D (Anno Domini) B.C (Before Christ) Event	B.C.E (Before the Common Era) A.D (Anno Domini) B.C (Before Christ) Comparision	B.C.E (Before the Common Era) A.D (Anno Domini) B.C (Before Christ) Comparision
Range and depth of historical knowledge	<ul style="list-style-type: none"> Developing an understanding of changes over time. 	<ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. 	<ul style="list-style-type: none"> Begin to describe similarities and differences in artefacts Drama – why people did things in the past Use a range of sources to find out characteristic features of the past 	<ul style="list-style-type: none"> Find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama develop empathy and understanding (hot seating, sp. And listening) 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people's actions understand why people may have had to do something study change through the lives of significant individuals (e.g. Queen Elizabeth I and queen Elizabeth II) 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events develop a broad understanding of ancient civilisations 	<ul style="list-style-type: none"> Study different aspects of life of different people – differences between men and women 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 period study an ancient civilization in detail (e.g. Benin, sh 	<ul style="list-style-type: none"> Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another 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 of time studied compare and contrast ancient civilisations

Vocabulary	Lifetime Change	Lifetime Similarity Difference	Artefact Source Date Decade Century Similarity Difference	Artefact Source Experts Websites Similarity Difference Empathy	Era/period Effects Compare Similarities Difference Reasons Results Significant Individual Empire Invasion	Invasion Conclusion Reconstruct Evidence Civilisation Democracy Explanation Impact Legacy	Era/period Cause/Result Population Agricultural Industrial Rural Urban Government Parliament	Culture Bias Subjectivity Objectivity Evidence Legacy Democracy Dictatorship Patriotism
Interpretations of history	<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. 	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 	<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? 	<ul style="list-style-type: none"> Compare pictures or photographs of people or events in the past able to identify different ways to represent the past 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons 	<ul style="list-style-type: none"> look at the evidence available begin to evaluate the usefulness of different sources, use of text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events 	<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 etc. Different conclusions confident use of the library etc. For research
Vocabulary	New/recent Remember	New/recent The past Future	Opinion Important Fact/Fiction Reliable Memory	Different Similar Significant Investigate Represent	Archaeologist Sources Evidence Significance Impact Bias Evaluate Useful/usefulness	Historian Archaeologist Achievements Impact Infer Evidence Primary Source Secondary Source Documents	Infer – Historian Archaeology Primary/ secondary evidence Impact Continuity Comparison Propaganda Writer bias Objectivity Subjectivity	Represent Attitudes Continuity Excavate Motive Variety of sources Infer Purpose One sided Bias Interpretation
Historical enquiry	<ul style="list-style-type: none"> Beginning to understand 'why' and 'how' questions. Knows that information can be retrieved from computers 	<ul style="list-style-type: none"> They answer 'how' and 'why' questions about their experiences and in response to stories or events. Explains own knowledge and understanding, and asks appropriate questions of others. 	<ul style="list-style-type: none"> Sort artefacts "then" and "now" use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects 	<ul style="list-style-type: none"> Use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts use of time lines discuss the effectiveness of sources 	<ul style="list-style-type: none"> Use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study 	<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 time past ask a variety of questions 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research 	<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 gathering from

Our Lady and St Patrick's RC Primary School

Curriculum Intent: History

		<ul style="list-style-type: none"> Records, using marks that they can interpret and explain. 			<ul style="list-style-type: none"> begin to use the library, e-learning for research ask and answer questions 	<ul style="list-style-type: none"> use the library, e-learning for research 		several sources together in a fluent account
Vocabulary	The past	The past Future Question Information Explain Reason	Important Because Modern Question Information Reason Deduce Artefacts	Opinion Impact Evidence Experts Effective Source Explain Link/Deduce/Deduction	Reliable Museum Artefact Monarchy Sources Hypothesis Relevance Documents Sources	Reputation Consequence Cause/s Reliable Change Hypothesis Deduction Community Tradition	Reliable Effects Significance Consequences Impression Cause/s Conclusion Influence Interpretation Eye witness Bias Cultural	Mistake Ambiguous Legacy Consequences One sided Bias Mistake Ambiguous Legacy Impression Cause/s Conclusion Influence Interpretation Diversity Religious Ethnic Evaluate
Organisation and communication	<ul style="list-style-type: none"> Oral time sequencing drawing drama/role play 	<ul style="list-style-type: none"> Simple time sequences drawing drama/role play writing (labelling,) ICT 	<ul style="list-style-type: none"> Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT 	<ul style="list-style-type: none"> Class display/ museum annotated photographs ICT 	<ul style="list-style-type: none"> Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode 	<ul style="list-style-type: none"> select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups 	<ul style="list-style-type: none"> Fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms work independently and in groups showing initiative 	<ul style="list-style-type: none"> Select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations
Vocabulary			Timeline Date Artefacts Report	Display Label Annotate	Discussion Debate	Discussion Debate Collaboration	Discussion Debate Collaboration Independent research	Discussion Debate Collaboration Independent research Investigation