



Disciplinary Knowledge	
KS1	Find out answers to simple questions about the past using different sources e.g. artefacts or photos. (Year 1) Observe or handle sources to answer questions about the past. (Year 2)
Lower KS2	Use a range of sources to find out about a time period in the past e.g. Ancient Egypt. (Year 3) Observe details about the past from photos, evidence of found artefacts. (Year 3) Begin to use books and the internet to carry out research. (Year 3) Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. (Year 4) Gather more detail from sources such as maps to build up a clearer picture of the past. (Year 4) Regularly address and sometimes devise own questions to find answers about the past. (Year 4)
Upper KS2	Recognise when they are using primary and secondary sources of information to investigate the past. (Year 5) Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. (Year 5) Select relevant sections of information to address historically valid questions and construct detailed, informed responses. (Year 6) Investigate their own lines of enquiry by posing historically valid questions to answer (Year 6)

Historical Interpretations	
Substantive Knowledge	
KS1	Start to compare two versions of a past event (Year 1) Observe and use pictures, photographs and artefacts to find out about the past (Year 1) Start to use stories or accounts to distinguish between fact and fiction (Year 2) Explain that there are different types of evidence and sources that can be used to help represent the past (Year 2)
Lower KS2	Look at more than two versions of the same event or story in history and identify differences (Year 3) Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different (Year 4)
Upper KS2	Find and analyse a wide range of evidence about the past (Year 5) Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past (Year 5) Begin to evaluate the usefulness of different sources (Year 5)



	Consider different ways of checking the accuracy of interpretations of the past (Year 6) Start to understand the difference between primary and secondary evidence and the impact of this on reliability (Year 6) Know that people in the past represent events or ideas in a way that may be to persuade others (Year 6) Begin to evaluate the usefulness of different sources (Year 6)
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Chronological Understanding	
Substantive Knowledge	
KS1	Sequence events in their life. (Year 1) Sequence artefacts from different time periods. (Year 1) Match objects to people of different ages. (Year 1) Describe memories and changes that have happened in their own life. (Year 2) Sequence artefacts or events that are closer together in time. (Year 2) Order dates from earliest to latest on simple timelines. (Year 2)
Lower KS2	Sequence events in the time period studied in chronological order. (Year 3) Sequence several events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time. (Year 4) Begin to understand BC and AD. (Year 4)
Upper KS2	Know and sequence key events of time studied in organised timelines related to the historical period studied e.g. the Vikings. (Year 5) Understand and describe in some detail the main changes to an aspect in a period in history e.g. the changes in Victorian schools. (Year 5) Make comparisons between different time periods e.g. comparisons between crime and punishment in different eras. (Year 6) Confidently create timelines to sequence events in chronological order. (Year 6) Understand and describe in some detail the main changes to an aspect in a period in history e.g. the fall of the Ancient Maya. (Year 6)

Historical knowledge	
Substantive Knowledge	
KS1	Recognise some similarities and differences between the past and the present. (Year 1) Be able to recount some episodes from stories about the past. (Year 1) Identify similarities and differences between ways of life in different periods. (Year 2) Know and recount episodes from stories and significant events in history e.g. the Great Fire of London. (Year 2) Describe significant individuals from the past. (Year 2)



Lower KS2	Find out about every day lives of people during the time studied (Ancient Egypt). (Year 3) Compare the past with our lives today. (Year 3) Explain how people and events in the past have influenced life today. (Year 4) Identify key features, aspects and events of the time studied e.g. key events in Ancient Rome. (Year 4) Describe connections and contrasts between aspects of history, people, events and artefacts studied. (Year 4) Offer a reasonable explanation for some events in Ancient Rome. (Year 4)
Upper KS2	Study different aspects of different people in a time period e.g. differences between men and women's lives in the Victorian Era. (Year 5) Identify and note connections and contrasts over time. (Year 5) Examine causes and results of events in the past and explain the impact of these. Compare life in early and late times during the time period started. (Year 5) Know key dates, characters and events of time studied. (Year 5) Compare beliefs and behaviour with another time period e.g. contrasts in crime and punishment in different time periods. (Year 6) Recognise that people had different views during the past e.g. understanding of evolution. (Year 6) Explain a past event in terms of cause and effect using evidence to support and illustrate explanation. (Year 6) Know key dates, characters and events of time studied. (Year 6)

Organisation and Communication	
Substantive Knowledge	
KS1	Talk, write and draw about things from the past. (Year 1) Use drama/role-play to retell some episodes from simple stories about the past. (Year 1) Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance. (Year 2) Communicate knowledge about the past through a range of way e.g. discussion, role-plays, illustrations and writing. (Year 2) Use historical vocabulary to retell simple stories about the past. (Year 2)
Lower KS2	Communicate knowledge about the past through a range of ways e.g. discussion, role-play, illustrations, writing, making models and using IT. (Year 3) Use different genres of writing to communicate ideas about a time period. (Year 3) Use and understand appropriate historical vocabulary to communicate information from a time period e.g. reigned, empire, conquer, invasion. (Year 4) Use a range of writing genres to present and communicate ideas about a time period. (Year 4) Start to present ideas based on their research about a time period. (Year 4)
Upper KS2	Select and organise information to produce structured work, making appropriate use of dates and terms. (Year 5) Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. (Year 5) Use a range of writing genres including myths, diaries and news reports. (Year 5)



Select and organise information to produce structured work, making appropriate use of dates and terms. (Year 6)

Plan and present a self-directed project or research about the studied period. (Year 6)

Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports (Year 6)