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| 1 | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| *Vocab.* | Today, Yesterday, Tomorrow, Past, Day, When I was little, Old, New, Remember, Order, Time, Family Tree, Past, Old, New | Artefact, Object, Photograph, Picture, Explain, Who? What?, When? Why? Because, Explain, Change, Similar, Different | Why?, Who? What? When? Where? Because, Artefacts Objects, Photographs, Pictures, Research, Compare, Explain | Archaeologists, Understand, Source, Evidence, Because, Research, Identify, Similar, Different, Compare, Reason, Perhaps, Could be, This suggests… | Sources, Research, Identify, Similarities, Differences, Compare, Reason, Perhaps, First hand evidence, Second hand evidence, My conclusion is that…, Historian, Objects, artefacts, Accurate, Primary source, Secondary Source, This suggests, Point of view | Artefact, Argument, Debate, Reasoned point, Communicate, Evidence, to weigh up both sides, On one hand, different experiences, Eye witness, This source suggests, that…, This source doesn’t show that…, reliable, could have been, might have been… may be, my conclusion is that…, suggest, infer, historian, Primary evidence, Secondary | Identify, Explain, Understanding, Movements, Persuade, Point of view, Bias, Describe, Evidence, variety of source, this source suggests that…, I can infer that…,the source omits to mention…,The purpose…, Reliability, Primary evidence, secondary evidence,, Eye witness, This source suggests that… This source doesn’t show that… Could have been… My conclusion is that… |
| *Key Learning/ evidence of working at the expected standard* | Find answers to simple questions about the past from sources of information e.g. artefacts | Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”  Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. | Identify different ways in which the past is represented (using different sources).  Answer questions about the past using different sources by making simple observations. | Use a range of sources to find out about a period  Observe small details in artefacts and pictures  Select and record information relevant to the study  Begin to use the library and internet to research | Use the library and internet for research.    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.    Choose reliable sources of evidence to answer questions  Investigate own line of enquiry by posing a question to answer. | Begin to identify primary and secondary sources  Investigate own lines of enquiry by posing questions to answer.  Use evidence to build up a picture of a past event (printed sources (e.g. archive materials), databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past)  Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.  Use the library and internet for research with increasing confidence | Recognise primary and secondary sources  Investigate own lines of enquiry by posing questions to answer, considering multiple points of view.    Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.  Bring knowledge gathered from several sources together to answer questions and form contrasting arguments |
| *Possible evidence of greater depth understanding* | Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. | Can they begin to identify the main differences in the ways the past is presented?  Can explain why certain objects were different in the past  E g. Music systems, televisions. | Independently can explain some of the ways in which we find out about the past and can justify their answers when explaining why there are differences in the ways the past has been presented or described. | Independently can create historically valid questions and know where to source the answers.  Pupils can explain similarities and differences about times in history and understand that the same time in history may be represented in different ways. | Independently can choose appropriate sources to answer questions about specific people and events; going beyond simple observations and know some of the ways that we can find out about the past. | Pupils can access different sources independently, including using books, the internet, film clips and direct sources such as letters, diaries etc.  Pupils understand which sources are bias and which are more reliable.  Pupils ask own questions to research and find the answer. | Pupils can pose and answer their own historical questions.  Pupils can independently suggest reasons for different interpretations of events, people and changes and can describe and explain different historical interpretations of events, people and changes. |