

HISTORY	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>CHRONOLOGY</b>	<b>Past and Present</b>  Focus: child's personal experiences. child's direct Yesterday/ today/ last week. Days of the week.	<b>Past and Present</b>  Focus: child's family and beyond. Change over time: seasons, growth, life cycles, memories, birthdays.	<b>Use Timelines</b>  Concept of using timeline to represent a series of events: personal context of self and family.	<b>Interpret and Use Timelines</b>  Create timelines which show relative relationships between historical events and people.	<b>Compare lengths of time.</b>  Create timelines which show the relative lengths of time that events/ cultures lasted as well as their sequence.	<b>Recognise periods of continuity as well as change.</b>  Analyse timelines to identify periods of stasis as well as rapid change.	<b>Understand how the periodisation of history is culturally connected.</b>  Children explore the idea that the standard labels and divisions of history are constructed by humans and relate to culture and knowledge of that time. e.g. AD/ BC usually now changed to secular CE and BCE. E.g. Stone Age/ Bronze Age linked to technological development and that these labels may not be adopted universally.	
<b>HISTORICAL ENQUIRY</b>  <b>ie analysing evidence</b>	<b>S Sourcing led by adults.</b>  Sourcing is an essential skill for critical analysis. From the very beginning, children can be introduced to the idea that written texts have an author and were written at a particular time. Adults can explore this by e.g. looking at different authors, and asking questions e.g. photos: WHO? WHEN? WHY?	<b>S Stop and Source</b>  Concept that history is based on evidence. Examine a range of sources. Use the skill of 'stop and source' to ask the questions: WHO? WHEN? WHERE? to analyse evidence.	<b>S Stop and Source</b>  Analyse evidence to identify similarities or differences e.g. comparing photographs of similar subjects from different eras.	<b>SO Source, Observe</b>  Formally introduce Source and Observe skills using questions from SOCC resource.	<b>SO Source, Observe</b>  Informally introduce contextualise. Distinguish between primary and secondary sources.	<b>SOC Source, Observe, Contextualise.</b>  Formally introduce contextualise using questions from SOCC resource. Start with familiar situation e.g. playground and consider how the context of the evidence affects its value.	<b>SOCC Source, Observe, Corroborate.</b>  Formally introduce corroborate. Consider different evidence and appreciate how human motivation and emotion affects the 'truth' of evidence.	
<b>HISTORICAL INTERPRETATION</b>	<b>Describe events, situations and changes.</b>  Within own personal experience.	<b>Describe events, situations and changes.</b>  Within experience of child and family. Compare with peer group.	<b>Describe historical events, situations and changes.</b>  Describe experiences of people in the recent past.	<b>Identify and Describe historical events, situations and changes.</b>  Identify similarities and differences between situations now and in the past beyond their lifetime.	<b>Describe causes and consequences.</b>  Appreciate that events in history can be causally linked.	<b>Identify and describe causes and consequences.</b>  Identify causes and effects.	<b>Explain causes and consequences.</b>  Find patterns: identify periods of stasis and periods of rapid change. Identify some causes of these rapid changes.	<b>Analyse and explain causes and consequences.</b>  Identify factors that precipitate change; explain how change happens e.g. impact of WW1 on the role of women.