

HISTORY	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRONOLOGY	<p>Past and Present</p> <p>Focus: child's personal experiences. child's direct Yesterday/ today/ last week. Days of the week.</p>	<p>Past and Present</p> <p>Focus: child's family and beyond. Change over time: seasons, growth, life cycles, memories, birthdays.</p>	<p>Use Timelines</p> <p>Concept of using timeline to represent a series of events: personal context of self and family.</p>	<p>Interpret and Use Timelines</p> <p>Create timelines which show relative relationships between historical events and people.</p>	<p>Compare lengths of time.</p> <p>Create timelines which show the relative lengths of time that events/ cultures lasted as well as their sequence.</p>	<p>Recognise periods of continuity as well as change.</p> <p>Analyse timelines to identify periods of stasis as well as rapid change.</p>	<p>Understand how the periodisation of history is culturally connected.</p> <p>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.</p>	
HISTORICAL ENQUIRY ie analysing evidence	<p>S Sourcing led by adults.</p> <p>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?</p>		<p>S Stop and Source</p> <p>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.</p>	<p>S Stop and Source</p> <p>Analyse evidence to identify similarities or differences e.g. comparing photographs of similar subjects from different eras.</p>	<p>SO Source, Observe</p> <p>Formally introduce Source and Observe skills using questions from SOCC resource.</p>	<p>SO Source, Observe</p> <p>Informally introduce contextualise. Distinguish between primary and secondary sources.</p>	<p>SOC Source, Observe, Contextualise.</p> <p>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.</p>	<p>SOCC Source, Observe, Contextualise, Corroborate.</p> <p>Formally introduce corroborate. Consider different evidence and appreciate how human motivation and emotion affects the 'truth' of evidence.</p>
HISTORICAL INTERPRETATION	<p>Describe events, situations and changes.</p> <p>Within own personal experience.</p>	<p>Describe events, situations and changes.</p> <p>Within experience of child and family. Compare with peer group.</p>	<p>Describe historical events, situations and changes.</p> <p>Describe experiences of people in the recent past.</p>	<p>Identify and Describe historical events, situations and changes.</p> <p>Identify similarities and differences between situations now and in the past beyond their lifetime.</p>	<p>Describe causes and consequences.</p> <p>Appreciate that events in history can be causally linked.</p>	<p>Identify and describe causes and consequences.</p> <p>Identify causes and effects.</p>	<p>Explain causes and consequences.</p> <p>Find patterns: identify periods of stasis and periods of rapid change. Identify some causes of these rapid changes.</p>	<p>Analyse and explain causes and consequences.</p> <p>Identify factors that precipitate change; explain how change happens e.g. impact of WW1 on the role of women.</p>