

## Historical threads

	Chronological understanding	Historical enquiry	Interpretation of history	Continuity and change	Cause and consequence	Similarities and differences	Significance
Early Years	<ul style="list-style-type: none"> <li>Use everyday language related to time</li> <li>Order and sequence familiar events</li> <li>Describe main story settings, events and principal characters</li> <li>Talk about past and present events in their own lives and in lives of family members</li> </ul>	<ul style="list-style-type: none"> <li>Be curious about people and show interest in stories</li> <li>Answer 'how' and 'why' questions ... in response to stories or events</li> <li>Know that information can be retrieved from books and computers</li> <li>Record, using marks they can interpret and explain</li> </ul>		Recognise the difference between past and present in their own and others' lives.	Know and recount episodes from their own and others' past, saying why it happened.	Talk about past and present events in their own lives and in the lives of family members and start to discuss how they are the same and different.	Describe an event or family member from their past that is important to remember
KS1	<ul style="list-style-type: none"> <li>Develop an awareness of the past</li> <li>Use common words/phrases to show passing of time</li> <li>Know where people and events studied fit into a chronological time frame</li> <li>Identify similarities and differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Understand some ways we find out about the past</li> <li>Choose and use parts of stories and other sources to show understanding</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about different types of people, events and beliefs within a society</li> </ul>	<ul style="list-style-type: none"> <li>Talk about who was important</li> </ul>
KS2	<ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history</li> <li>Establish clear narratives within and across periods</li> <li>Note connections, contrasts and trends over time</li> </ul>	<ul style="list-style-type: none"> <li>Address and devise historically valid questions</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Select and organise relevant historical information</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different versions of the past may exist and give some reasons for this</li> </ul>	<ul style="list-style-type: none"> <li>Describe and make links between events, situations and changes within and across different periods and societies</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for and the result of historical events and changes</li> </ul>	<ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events</li> </ul>

## Chronological understanding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explores</p> <ul style="list-style-type: none"> <li>• Use common words to describe the past</li> <li>• Develop an awareness of chronology</li> <li>• Know where people fit into a chronological framework</li> </ul> <p>London</p> <ul style="list-style-type: none"> <li>• Know when people fit in to a chronological framework</li> <li>• Develop an awareness of the past</li> </ul>	<p>The Egyptians</p> <ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Note connections and contrasts over time</li> </ul> <p>The Tudors</p> <ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Establish clear narrative within a period</li> </ul> <p>The Romans</p> <ul style="list-style-type: none"> <li>• Develop chronologically secure knowledge of history</li> <li>• Note connections and contrasts over time</li> </ul>	<p>The Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> <li>• Develop chronology</li> <li>• Note connections and contrasts over time</li> </ul> <p>The Romans</p> <ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of the past</li> <li>• Establish a clear narrative</li> <li>• Note connections, contrasts and trends over time</li> </ul> <p>Migration through time</p> <ul style="list-style-type: none"> <li>• Continue to develop chronology</li> </ul>	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> <li>• Develop chronology</li> <li>• Note connections, contrasts and trends over time</li> </ul> <p>Kenwood House</p> <ul style="list-style-type: none"> <li>• Note connections and contrasts and trends over time</li> <li>• Develop chronologically secure knowledge</li> <li>• Establish clear narrative</li> </ul> <p>The Victorians</p> <ul style="list-style-type: none"> <li>- Continue to develop chronologically secure knowledge of history</li> <li>- Establish clear narratives within and across periods</li> <li>- Note connections, contrasts and trends over time</li> </ul>	<p>The Maya</p> <ul style="list-style-type: none"> <li>• Develop chronology of history</li> <li>• Establish clear narrative of history</li> <li>• Note connections and contrasts over time</li> </ul> <p>WW2</p> <ul style="list-style-type: none"> <li>• Develop chronological</li> <li>• Establish a clear narrative</li> </ul>

## Historical enquiry

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Year 1</p>	<p>Explorers</p> <ul style="list-style-type: none"> <li>Ask and answer historical questions</li> </ul> <p>London</p> <ul style="list-style-type: none"> <li>Ask and answer questions</li> </ul>	<p>The Tudors</p> <ul style="list-style-type: none"> <li>Understand how knowledge of the past is constructed from a range of sources</li> </ul> <p>The Romans</p>	<p>The Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> <li>Address historical questions</li> <li>Construct informed responses</li> <li>Select and organise relevant historical information</li> </ul> <p>The Romans</p> <ul style="list-style-type: none"> <li>Address and devise historical questions</li> <li>Select relevant historical information</li> <li>Understand different versions of the past might exist</li> </ul> <p>Migration through time</p> <ul style="list-style-type: none"> <li>Understand that different versions of the past may exist and give reasons for this</li> <li>Select and organise relevant historical information</li> </ul>	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> <li>Understand that knowledge of the past is constructed from a range of sources</li> <li>Construct informed responses to those sources</li> <li>Address and devise historical questions</li> </ul> <p>Kenwood House</p> <ul style="list-style-type: none"> <li>Understand how knowledge is constructed from a range of sources</li> <li>Selecting and organising relevant historical information</li> </ul> <p>The Victorians</p> <ul style="list-style-type: none"> <li>- Select and organise relevant historical information</li> <li>- Understand how knowledge of the past is constructed from a range of sources</li> </ul>	<p>The Maya</p> <ul style="list-style-type: none"> <li>Address and devise historically valid questions</li> <li>Understand how knowledge of the past is formed</li> </ul> <p>WW2</p> <ul style="list-style-type: none"> <li>Address historically valid questions</li> <li>Understand how knowledge is constructed from the past</li> </ul>

## Interpretation of history

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Explorers <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> </ul> London <ul style="list-style-type: none"> <li>Identify different ways the past is represented</li> </ul>	The Tudors <ul style="list-style-type: none"> <li>Understand that different versions of the past may exist</li> </ul> The Romans	The Anglo Saxons and Vikings <ul style="list-style-type: none"> <li>Understand how knowledge of the past is constructed from a range of sources</li> </ul> Migration through time	Stone Age to Iron Age <ul style="list-style-type: none"> <li>Understand different versions of the past may exist</li> </ul> The Victorians <ul style="list-style-type: none"> <li>- Understand that different versions of the past may exist and give some reasons for this</li> </ul>	The Maya <ul style="list-style-type: none"> <li>Understand that different versions of the past may exist and give reasons for this</li> </ul> WW2 <ul style="list-style-type: none"> <li>Understand that different versions of the past may exist</li> </ul>

## Continuity and change

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		The Egyptians <ul style="list-style-type: none"> <li>Describe and make links between events in time</li> </ul> The Romans <ul style="list-style-type: none"> <li>Make links between events and changes</li> </ul>	The Romans <ul style="list-style-type: none"> <li>Describe and make links between events, situations and changes within and across different periods and societies</li> </ul> Migration through time <ul style="list-style-type: none"> <li>Describe and make links between events, situations and changes within and across different periods and societies</li> </ul>	Stone Age to Iron Age <ul style="list-style-type: none"> <li>Describe and make links between events and changes across different periods</li> </ul> The Victorians <ul style="list-style-type: none"> <li>- Describe and make links between events, situations and changes within and across different periods and societies</li> </ul>	The Maya <ul style="list-style-type: none"> <li>Make links between events and changes across societies</li> </ul> WW2 <ul style="list-style-type: none"> <li>Describe and making links between events and changed across societies</li> </ul>

## Cause and consequence

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Explorers <ul style="list-style-type: none"> <li>Recognise why people did things</li> </ul> London <ul style="list-style-type: none"> <li>Recognise why people did things</li> <li>Recognise why events happened and what happened as a result</li> </ul>	The Egyptians <ul style="list-style-type: none"> <li>Identify and give reasons of historical situations</li> </ul> The Romans <ul style="list-style-type: none"> <li>Identify and give reasons for changes and situations</li> <li></li> </ul>	The Anglo Saxons and Vikings <ul style="list-style-type: none"> <li>Identify and give reasons for changes in situations in Britain</li> </ul> Migration through time <ul style="list-style-type: none"> <li>Identify and give reasons for situations and changes</li> <li>Recognise why people did things, why events happened and what happened as a result</li> </ul>	Stone Age to Iron Age <ul style="list-style-type: none"> <li>Identify and give reasons for changes in situations in Britain</li> </ul> The Victorians <ul style="list-style-type: none"> <li>Identify and give reasons for and the result of historical events and changes</li> </ul>	WW2 <ul style="list-style-type: none"> <li>Identify result of historical events</li> </ul>

## Similarities and differences

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Explorers <ul style="list-style-type: none"> <li>Identify similarities and differences at different times</li> </ul> London <ul style="list-style-type: none"> <li>Identify similarities and differences at different times</li> </ul>	The Egyptians <ul style="list-style-type: none"> <li>Describe religious diversity in the wider world</li> </ul> The Romans <ul style="list-style-type: none"> <li>Describe religious diversity in wider world</li> </ul>	The Anglo Saxons and Vikings <ul style="list-style-type: none"> <li>Describe social and ethnic diversity in Britain and the wider world</li> </ul> Migration through time <ul style="list-style-type: none"> <li>Describe social and religious diversity in Britain</li> </ul>	Stone Age to Iron Age <ul style="list-style-type: none"> <li>Make simple observations about different toes of people, events and beliefs within a society</li> </ul> The Victorians <ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain and the wider world</li> </ul>	The Maya <ul style="list-style-type: none"> <li>Describe religious and cultural diversity in the wider world</li> </ul> WW2 <ul style="list-style-type: none"> <li>Describe the social and cultural diversity in Britain</li> </ul>

## Significance

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explorers</p> <ul style="list-style-type: none"> <li>• Talk about historical important individuals and why they were important</li> </ul> <p>London</p> <ul style="list-style-type: none"> <li>• Talk about important people.</li> </ul>	<p>The Egyptians</p> <ul style="list-style-type: none"> <li>• Identify historically significant people</li> </ul> <p>The Tudors</p> <ul style="list-style-type: none"> <li>• Identify historically significant people</li> </ul> <p>The Romans</p> <ul style="list-style-type: none"> <li>• Identify historically significant events</li> </ul>	<p>The Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> <li>• Identify historically significant people and events</li> </ul> <p>Migration through time</p> <ul style="list-style-type: none"> <li>• Identify and give reasons for situations</li> </ul>	<p>Kenwood House</p> <ul style="list-style-type: none"> <li>• Identify historically significant people and events</li> </ul> <p>The Victorians</p> <ul style="list-style-type: none"> <li>- Identify historically significant</li> </ul>	<p>WW2</p> <ul style="list-style-type: none"> <li>• Identify historically significant people and events</li> </ul>