|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Chronological understanding** | **Range and depth of historical knowledge****An overview of world history** | **Investigation and Interpretations of history** | **Historical enquiry** | **Organisation and communication** | **Historical periods** |
| I can describe memories of key events in my life and changes that have occurred in my own life | I can recognise the difference between past and present in my own and others lives  | I distinguish between fact and fiction in stories that I hear | I can find answers to simple questions about the past from sources of information e.g. artefacts, E.g *What was life like for people? What happened? How long ago?* | I can communicate my knowledge through: DiscussionDrawing pictures Drama/role play Making modelsWriting Using ICT | Events beyond living memory that are significant nationally and globally:*E.g Great fire of London, first* *aeroplane flight* |
| I can sequence events in my life and place them on a timeline I can sequence photographs etc. from different periods of my life | I know and can recount episodes from stories about the past | I can compare 2 versions of a past event  | I can use a source – artefacts, pictures, stories, online sources and databases to find out about the past observe or handle sources to answer questions about the past  | I can use words and phrases such as: *a long time ago, recently, when my parents were children, years, decades, centuries* | The lives of significant individuals who contributed to national and international achievements. *Eg : Elizabeth 1, Victoria, Columbus, Neil Armstrong,* *Lowry, Rosa parks, Mary Seacole* |
|  I have an awareness of the past and can use words relating to the passing of time | I can recognise why people did things, why events happened and what happened as a result  | I can compare pictures or photographs of people or events in the past  |  | I show an understanding of concepts such as: *monarchy, parliament, democracy, war* | Significant historical events, people and places in their own locality |
| I can sequence artefacts from different periods and check with reference books | I can describe simple historical events | I can begin to discuss the reliability of photos/ accounts/stories |  |  |  |
| I can label time lines with words or phrases such as: *past, present, older, newer* | I can identify differences between ways of life at different times | I can identify ways in which the past is represented |  |  |  |
| I can use dates where appropriate | I can describe significant people from the past |  |  |  |  |

 Progression in History KS1