



Year 1

COMPONENT SKILL

Chronological Understanding

To sequence and order artefacts, events and dates.

To begin to sequence events in chronological order that are close together in time

To accurately use dates and terms to describe historical events

To begin to sequence events from significantly different time periods

To understand, use and create accurate timelines

To begin to sequence objects in chronological order that are close together in time

To understand and use relevant and specific dates and terms within chronology (refer to vocabulary list).

To begin to sequence objects from significantly different time periods

To begin to order dates from earliest to latest on a simple time line

COMPONENT SKILL

Range and Depth of Historical Knowledge

To identify similarities and differences between the past and present

To begin to recognise similarities and differences in artefacts
To begin to use a range of sources to find out characteristic features of the past events of time studies

To identify similarities and differences between ways of life in different periods

Recognise some similarities and differences between past and present in their own lives
To use drama to discover why people did things in the past

To identify and note connections, contrasts and trends over time

To begin to identify changes within living memory and those which have happened over the last 100 years. Including technology, exploration, workplaces, houses and jobs, leisure, family and social structures.

To examine causes and results of great events and the impact of these	To retell historical events including those that cause great change for large numbers of people
COMPONENT SKILL Historical Enquiry	
To understand and recognise the use of primary and secondary sources of information to investigate the past	To know that we can find out about the past using artefacts
To use a wide range of different sources to collect evidence about the past	To sort artefacts into 'then' and 'now', explaining how it can be used to find out about the past
	To begin to describe similarities and differences in artefacts
To select relevant information and research to address historically valid questions and construct detailed, informed responses	To answer questions using some sources
To ask historically valid questions to further their own knowledge and support their own lines of enquiry	To ask and answer questions related to different sources and objects
COMPONENT SKILL Interpretations of History	
To understand that knowledge of the past is constructed from a range of sources	To begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)
To understand that interpretations of historical events can differ and examine reasons for this	To understand that there can be different versions of stories

To evaluate the usefulness of different sources	To begin to discuss whether the artefact helps us to tell us about the past
COMPONENT SKILL Organisation, Presentation and Communication	
To develop understanding and use of accurate historical vocabulary	To take part in drama/role play
To present, communicate and organise ideas using a variety of techniques and styles	To begin to read time lines (3D with objects/sequential pictures)
	To organise ideas through writing (reports, labelling, simple recount)
To plan and present projects and research about a studied period	To present ideas in a drawing