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