

Year 1	Below	Just below	Inline
HISTORICAL KNOWLEDGE			
Sequencing the past	<ul style="list-style-type: none"> Pupils are beginning to compare two events, saying which one happened first Pupils have seen a timeline Pupils may begin to make simple links between areas of study Pupils are beginning to remember key events about the areas they have studied Pupils can use simple time adverbs with increasing accuracy to indicate periods of time e.g. a long time ago, now, then, 	<ul style="list-style-type: none"> Pupils can compare two events, saying which one happened first Pupils are beginning to understand timelines Pupils may begin to make simple links between areas of study Pupils can remember some key events about the areas they have studied Pupils can use some time adverbs with increasing accuracy to indicate periods of time e.g. a long time ago, now, then, when, before 	<ul style="list-style-type: none"> Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy Pupils know what a timeline is Pupils are beginning to make comparisons between areas of study Pupils can remember most key events about the areas they have studied Pupils are beginning to understand that they can find historical information in books Pupils can use time adverbs with confidence to indicate periods of time e.g. a long time ago, now, then, when, before, in the past
Constructing the past	<ul style="list-style-type: none"> Pupils are beginning to use names and places that link to areas of study 	<ul style="list-style-type: none"> Pupils can identify some relevant features of particular historical themes, events and people from history. 	<ul style="list-style-type: none"> Pupils can identify and are beginning to describe some relevant features of particular historical themes, events and people from history.
HISTORY CONCEPTS			
Change and development	<ul style="list-style-type: none"> Pupils are beginning to use the terms similar and different to describe a change. 	<ul style="list-style-type: none"> Pupils can identify a few similarities, differences and changes within a particular topic. 	<ul style="list-style-type: none"> Pupils can identify more independently a range of similarities, differences and changes within a time period.
Cause and effect	<ul style="list-style-type: none"> Pupils can tell you why they think a main event happened e.g. The Great Fire of London started in a bakery because the baker did not put out the fire that heats the oven. 	<ul style="list-style-type: none"> Pupils can identify at least one relevant cause for, and effect of, several events covered. 	<ul style="list-style-type: none"> Pupils are beginning to identify more than one relevant causes and effects for some of the main events covered.
Significance and interpretations	<ul style="list-style-type: none"> Pupils are beginning to understand why an event or person is important and can briefly comment on it. 	<ul style="list-style-type: none"> Pupils can consider one reason why an event or person might be significant. 	<ul style="list-style-type: none"> Pupils can more confidently identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.
HISTORICAL ENQUIRY			
Questioning, planning and carrying out a historical enquiry	<ul style="list-style-type: none"> Pupils are beginning to answer questions verbally related to an area of study 	<ul style="list-style-type: none"> Pupils can ask and answer some valid historical questions. 	<ul style="list-style-type: none"> Pupils can plan questions and produce answers with increasing confidence using historical terms. e.g. Plan and find information needed to write about which explorer was most successful.
Using sources as evidence	<ul style="list-style-type: none"> Pupils can, with support, extract relevant information from one source. 	<ul style="list-style-type: none"> Pupils can extract relevant information from two different types of sources. 	<ul style="list-style-type: none"> Pupils can extract information from several sources to answer specific questions.

Year 1	Greater depth
HISTORICAL KNOWLEDGE	
Sequencing the past	<ul style="list-style-type: none"> • Pupils can use time adverbs with confidence to indicate periods of time e.g. a long time ago, now, then, when, before, in the past, previously, nowadays • The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. E.g. Select a range of cooking methods and foods to place on a timeline.
Constructing the past	<ul style="list-style-type: none"> • Pupils can, more confidently, identify and describe some relevant features of particular historical themes, events and people from history.
HISTORY CONCEPTS	
Change and development	<ul style="list-style-type: none"> • Pupils can identify independently a range of similarities, differences and changes within a time period.
Cause and effect	<ul style="list-style-type: none"> • Pupils can identify a few causes and effects for some of the main events covered.
Significance and interpretations	<ul style="list-style-type: none"> • Pupils can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.
HISTORICAL ENQUIRY	
Questioning, planning and carrying out a historical enquiry	<ul style="list-style-type: none"> • Pupils can plan questions and produce answers confidently using historical terms. e.g. Plan and find information needed to write about which explorer was most successful.
Using sources as evidence	<ul style="list-style-type: none"> • Pupils can select information independently from several different sources to answer historical questions.