

## Working as a historian

Infants	First and Second	Third and Fourth	Fifth and Sixth
<i>Time and chronology</i>	<i>Time and chronology</i>	<i>Time and chronology</i>	<i>Time and chronology</i>
Become aware of and discuss the sequence of events in simple stories about the past	Begin to distinguish between the past, present and future	Distinguish between the past, present and future	.
Record sequences of events in personal or family history and in stories using simple timelines	Begin to develop an understanding of chronology through exploring and recording simple sequences and by placing objects or pictures in historical sequence	Develop an understanding of time and chronology through comparing the relative ages of people, objects and events	Develop an understanding of time and chronology so as to place people, objects and events within a broad historical sequence
		Record information about people and events in the past using simple timelines	Record people and events in the past using a variety of simple timelines
		Use common words and phrases associated with time	Use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, age, period
		Understand and use date conventions when studying the past, including day, month and year	
<i>Change and continuity</i>	<i>Change and continuity</i>	<i>Change and continuity</i>	<i>Change and continuity</i>
	Explore instances of change and continuity, especially in personal life, in family and local history	Develop an understanding of change and continuity by exploring similarities and differences between the past and the present	Develop an understanding of change and continuity by exploring similarities and differences between the past and the present and between different periods in the past
<i>Using evidence</i>	<i>Using evidence</i>	<i>Using evidence</i>	<i>Using evidence</i>
Encounter some simple historical evidence such as family photographs, own	Examine a range of simple historical evidence such as photographs, objects, memories of older people, buildings, stories and	Examine and use a wider range of historical evidence, especially that which may be found in the locality or which is connected with local history	Examine and use critically a wide range of historical evidence

clothes worn when younger and buildings	songs		Develop some skills in the location and selection of evidence
	Begin to distinguish between fictional accounts in stories, myths and legends and real people and events in the past	Ask questions about a piece of evidence	Distinguish between primary and secondary sources and ask questions about a piece of evidence
		Summarise information in, and make simple deductions from, a single source of evidence	Make simple deductions from evidence and recognise that evidence may be incomplete or biased
			Compare accounts of a person or event from two or more sources
			Appreciate that evidence can be interpreted in a number of ways
<i>Cause and effect</i>	<i>Cause and effect</i>	<i>Cause and effect</i>	<i>Cause and effect</i>
	Discuss the reasons why some events happened and some of their consequences	Discuss the reasons for, and the effect of, some events and changes in the past	Recognise some factors which may have caused, prevented or delayed changes in the past
			Appreciate that events usually have a number of causes and outcomes
<i>Communication</i>	<i>Synthesis and communication</i>	<i>Synthesis and communication</i>	<i>Synthesis and communication</i>
Communicate an awareness of stories from the past in a variety of ways	Communicate an awareness of stories, people and events from the past in a variety of ways	Communicate this understanding of the past in a variety of ways	Communicate this understanding of the past in a variety of ways
		Use evidence and imagination to reconstruct elements of the past	Use evidence and imagination to reconstruct elements of the past
			Select and organise historical information
	<i>Empathy</i>	<i>Empathy</i>	<i>Empathy</i>
	Imagine and discuss the feelings of characters in stories from the past.	Imagine and discuss the feelings and motives of people in the past.	Imagine and discuss the feelings and motives of people in the past

			Discuss how an event in the past may have been perceived by those who participated in
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