

Chronological Understanding	Knowledge & Understanding of Events, People and Changes in the Past	Historical Interpretation
<input type="checkbox"/> Waves goodbye appropriately <input type="checkbox"/> Uses sound cues to anticipate event <input type="checkbox"/> Uses tactile cues to anticipate event <input type="checkbox"/> Uses place cues to anticipate event <input type="checkbox"/> Aware of sequence of events <input type="checkbox"/> Aware of daily routine <input type="checkbox"/> Responds appropriately to daily routine <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Acts in order to gain attention ie drops object <input type="checkbox"/> Observes an object being put into a container and then remove it <input type="checkbox"/> Remembers simple learned responses over a period of 24 hrs <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Recognises familiar noises <input type="checkbox"/> Attentive to everyday sounds <input type="checkbox"/> Throw object to repeat an effect <input type="checkbox"/> Show an awareness of the purpose of an object <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Historical Enquiry	Organisation and Communication	
<input type="checkbox"/> Looks at a book handled by an adult <input type="checkbox"/> Looks at pictures with an adult <input type="checkbox"/> Observes the effect of their action on an object <input type="checkbox"/> Looks at and touches old objects <input type="checkbox"/> Handles historical artefacts with interest <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Requests repeat of action historical activity <input type="checkbox"/> Requests specific historical activity by pointing etc <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

P3 (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, *for example, vocalising for more sound in a simulation of historical events*. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, *for example, looking at, and touching, old objects*. They observe the results of their own actions with interest, *for example, when exploring an antique mechanical toy*. They remember learned responses over more extended periods, *for example, recalling gestures used in a dramatisation of a historical story from session to session*.

Date

Notes

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<input type="checkbox"/> Shows an awareness that each day has a name <input type="checkbox"/> Identify objects as being from past or present <input type="checkbox"/> Identify personal experiences from the past or present <input type="checkbox"/> Discusses what they did before lunch <input type="checkbox"/> Discusses what they will do after lunch <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Names characters in a story <input type="checkbox"/> Acts out situations in a story <input type="checkbox"/> Recognises photos or video of specific celebration <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Aware of situations in a story <input type="checkbox"/> Creates a story from pictures <input type="checkbox"/> Illustrates picture or experience <input type="checkbox"/> Dictates extended text for picture or diagram <input type="checkbox"/> Sequence pictures of themselves at different ages <input type="checkbox"/> Describe some aspects artefact in simple terms <input type="checkbox"/> Identify some different types of homes <input type="checkbox"/>
Historical Enquiry	Organisation and Communication	
<input type="checkbox"/> Discuss information that can be found in photographs <input type="checkbox"/> Discuss the information on a video <input type="checkbox"/> Ask visitors relevant questions <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Gives the day an appropriate name that may not be correct <input type="checkbox"/> Identify similarities and differences Use terms to describe past and present <input type="checkbox"/> now / then <input type="checkbox"/> today / yesterday <input type="checkbox"/> before / after <input type="checkbox"/> Answer simple questions about historical story <input type="checkbox"/> Retell some details of an historical story <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

P8 Pupils indicate if personal events and objects belong in the past or present. They begin to use some common words, signs or symbols to indicate the passage of time, *for example, now/then, today/yesterday*. They can recount episodes from their own past and some details from other historical events with prompts, *for example, past school or local events*. They answer simple questions about historical stories and artefacts.

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<input type="checkbox"/> Use dates to show period of change and development <input type="checkbox"/> Place events and people within a chronological framework <input type="checkbox"/> Interrelate timelines Use conventional dates including - <input type="checkbox"/> BC <input type="checkbox"/> AD <input type="checkbox"/> decade <input type="checkbox"/> century <input type="checkbox"/> ancient <input type="checkbox"/> modern <input type="checkbox"/> Explain the relationship between specific dates and the relevant century <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Use factual knowledge <input type="checkbox"/> Show factual knowledge and understanding of aspects of British History Demonstrate sound knowledge of period studies <input type="checkbox"/> Describe events in period studied <input type="checkbox"/> Describe changes within period studied <input type="checkbox"/> Describe people within period studied <input type="checkbox"/> Identify the differences in lifestyle of the rich and poor in period studied <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Recognise the impact of technological development <input type="checkbox"/> Ask why periods are portrayed in specific ways <input type="checkbox"/> Identifies causes <input type="checkbox"/> Use information from census data combined with other sources <input type="checkbox"/> Links information in order to give a larger picture <input type="checkbox"/> Identify reasons for specific points of view <input type="checkbox"/> Show an awareness of how events can be interpreted <input type="checkbox"/> Link passed events with modern events <input type="checkbox"/> Identify changes in and across periods <input type="checkbox"/> Make inferences from information
Historical Enquiry	Organisation and Communication	
<input type="checkbox"/> Evaluate sources <input type="checkbox"/> Select relevant information from a source <input type="checkbox"/> Identify some reasons for differences in reports on the same event <input type="checkbox"/> Consider the evidence used by the information source <input type="checkbox"/> Consider the point of view of reports <input type="checkbox"/> Understand the difference between prime and secondary sources <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Use examples in work <input type="checkbox"/> Includes details <input type="checkbox"/> Organise information to communicate knowledge and understanding <input type="checkbox"/> Identify reasoned explanations <input type="checkbox"/> Select the appropriate method of representing information <input type="checkbox"/> Give a reasoned description of a character <input type="checkbox"/> Summarise information <input type="checkbox"/> Produce a structured and extended piece of writing that answers questions about an historical period <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Level 4 Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. They describe some of the main events, people and changes. They give some reasons for, and results of, the main events and changes. They show some understanding that aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from different sources. They are beginning to produce structured work, making appropriate use of dates and terms.

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