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| F2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronological Understanding | | | | | | |
| As a historian:  Can I, as a class, add events to a visual timeline? | As an historian:  Can I put up to three objects in chronological order (recent history) on a time line?  Can I label timelines with pictures, words or phrases?  Can I tell others about changes that have happened in my own life since I was born?  Can I talk about how things have changed since my parents or grandparents were children?  Can I use dates to talk about people or events from the past? (when appropriate)  Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the …… times? | As an historian:  Can I place events or artefacts in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order?  Can I make connections between long and short term time scales?  Can I use dates to talk about people or events from the past? (when appropriate)  Can I connect my new learning of historical people or events to others that I have learnt about before?  Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents’/carers’ lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the ……. period, in …… times? | As an historian:  Can I begin to use dates and historical terms to describe events?  Can I begin to use some dates on a timeline within a specific time in history to set out the order things may have happened?  Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?  Can I place events, artefacts and historical figures on a timeline using dates?  Can I begin to understand the concept of change over time, representing this, along with evidence, on a time line?  Can I understand and use appropriate historical vocabulary to communicate, including: dates, BCE, CE, time period, era, chronology, change, ancient, century, decade? | As an historian:  Can I use dates and historical terms to describe events?  Can I use a timeline within a specific time in history to set out the order things may have happened?  Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?  Can I place events, artefacts and historical figures on a timeline using dates?  Can I understand the concept of change over time, representing this, along with evidence, on a time line?  Can I understand and use appropriate historical vocabulary to communicate, including: dates, BCE, CE, time period, era, change, chronology, ancient, century, decade? | As an historian:  Can I use dates and historical terms more accurately in describing events?  Can I place features of historical events and people from past societies and periods in a chronological framework?  Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)?  Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change?  Can I begin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line?  Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?  Can I begin to make connections and contrasts between different time periods studied and talk about trends over time?  Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade | As an historian  Can I use dates and historical terms accurately in describing events?  Can I place features of historical events and people from past societies and periods in a chronological framework?  Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)?  Can I identify periods of rapid change in history and contrast them with times of relatively little change?  Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line?  Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?  Can I make connections and contrasts between different time periods studied and talk about trends over time?  Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy? |
| Historical Enquiry | | | | | | |
| As an historian:  Can I begin to ask questions about my past? | As an historian:  Can I show some understanding of how people find out about the past?  Can I show some understanding of how evidence is collected and used to make historical facts?  Can I ask questions such as: What was it like for people? What happened? How long ago?  Can I answer questions by using different sources, such as an information book or pictures?  Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate? | As an historian:  Can I understand and talk about how people find out about the past?  Can I show understanding of how evidence is collected and used to make historical facts?  Can I ask questions such as: What was it like for people?  What happened? How long ago?  Can I answer questions by using a specific source, such as an information book?  Can I research the life of someone who used to live in my  area using the Internet and other sources to find out about them?  Can I research the life of a famous Briton from the past using different resources to help me?  Can I understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate? | As an historian:  Can I begin to use evidence to ask questions and find answers to questions about the past?  Can I begin to suggest suitable sources of evidence for historical enquiry?  Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?  Can I begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past?  Can I begin to use research skills in finding out facts about the time period I am studying?  Can I begin to compare and contrast different forms of evidence in my research?  Can I begin to research what it was like for specific people e.g. children, during the time period I am studying? | As an historian:  Can I use evidence to ask questions and find answers to questions about the past?  Can I suggest suitable sources of evidence for historical enquiry?  Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?  Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?  Can I use my research skills in finding out facts about the time period I am studying?  Can I through research, compare and contrast different forms of evidence?  Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings? | As an historian:  Can I devise historical questions about the period I am studying?  Can I seek out and analyse a range of evidence in order to justify claims about the past?  Can I understand that no single source of evidence gives the full answer to questions about the past?  Can I test out a hypothesis in order to answer a question?  Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?  Can I use some different sources of evidence to deduce information about the past?  Can I select suitable sources of evidence, sometimes giving reasons for choices?  Can I give a reason to support an historical argument?  Can I identify propaganda and begin to show my understanding of it?  Can I refine lines of enquiry as appropriate? | As an historian:  Can I devise historical questions about change, cause, consequence, similarities and differences, and significance relating to the period I am studying?  Can I seek out and analyse a wide range of evidence in order to justify claims about the past?  Can I use sources of information to form testable hypotheses about the past?  Can I understand that no single source of evidence gives the full answer to questions about the past?  Can I test out a hypothesis in order to answer a question?  Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?  Can I use a wide range of sources of evidence to deduce information about the past?  Can I select suitable sources of evidence, giving reasons for choices?  Can I give more than one reason to support an historical argument?  Can I identify and explain my understanding of propaganda?  Can I refine lines of enquiry as appropriate? |
| Knowledge and Interpretation | | | | | | |
| As a historian:  Can I talk about the lives of my family?  Can I compare the past and the present?  Can I discuss my memories?  Can I understand and use vocabulary such as: then, now, same, different, memories? | As an historian:  Can I answer questions using a range of artefacts/ photographs/pictures provided? Can I talk about the different ways that the past is represented?  Can I recount some interesting facts from an historical event?  Can I talk about some important people from the past?  Can I talk about how their actions changed the way we do things today?  Can I recognise that there are reasons why people in the past acted as they did?  Can I tell you how I found out about people or events in the past?  Can I find out more about a famous person from the past and carry out some research on him or her?  Can I find out something about the past by talking to an older person?  Can I recognise that some forms of evidence are more reliable than others when finding out  about the past?  Can I show an understanding of the word  ‘nation’ and the concept of a nation’s history?  Can I show an understanding of concepts such as monarchy, parliament, war and  peace when learning about historical events?  Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions? | As an historian:  Can I describe historical events?  Can I describe significant people from the past and talk about what they did?  Can I explain the causes of an historical event and what  the consequences were?  Can I explain what impact that significant events from the past have had on the way we live today?  Can I talk about similarities and differences between two  different time periods?  Can I explain how local people or events in history have changed things nationally or internationally?  Can I explain why someone in the past acted in the way  they did?  Can I choose and use parts of stories or other sources to show that I understand events or people from the past?  Can I explain why Britain has a special history by naming some famous events and some famous people?  Can I talk about what type of evidence is reliable when finding out about the past?  Can I talk about a ‘nation’, an aspect of its history and  the impact it has had on the nation?  Can I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events? Can I create my own accounts of historical people or events?  Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods? | As an historian  Can I begin to give reasons why certain events happened as they did in history?  Can I begin to talk about why certain people acted as they did in history?  Can I begin to explain how events from the past have helped shape our lives today?  Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?  Can I give a broad overview of life in Britain under the Roman Empire and Anglo-Saxons?  Can I begin to describe changes that have happened in the locality of the school throughout history?  Can I begin to compare some of the times studied with those of other areas of interest around the world?  Can I begin to describe the social, cultural or religious diversity of past societies?  Can I begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?  Can I begin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?  Can I talk about the causes and consequences of some of the main events and changes in history? | As an historian:  Can I suggest why certain events happened as they did in history?  Can I suggest why certain people acted as they did in history?  Can I explain how events from the past have helped shape our lives today?  Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?  Can I give a broad overview of life in Britain under the Roman Empire and Anglo-Saxons?  Can I compare some of the times studied with those of other areas of interest around the world?  Can I describe the social, ethnic, cultural or religious diversity of past societies?  Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?  Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?  Can I suggest causes and consequences of some of the main events and changes in history?  Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past? | As an historian  Can I answer historical questions, using information and evidence that I have carefully considered and selected?  Can I understand how our knowledge of the past is constructed from a range of sources?  Can I describe with some detail any historical events from the different period/s I am studying/have studied?  Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same?  Can I appreciate that significant events in history have helped shape the country we have today?  Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?  Can I identify continuity and change in the history of the locality of the school?  Can I give a broad overview of life in Britain before and after WW2?  Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?  Can I describe the social, ethnic, cultural or religious diversity of past society?  Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?  Can I explain how some aspects of history/historical events have had an impact elsewhere in the world?  Can I use literacy, numeracy and computing skills to communicate information about the past?  Can I use original ways to present information and ideas? | As an historian:  Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made?  Can I understand how our knowledge of the past is constructed from a range of sources?  Can I describe in detail any historical events from the different period/s I am studying/have studied?  Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same?  Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?  Can I identify continuity and change in the history of the locality of the school?  Can I give an overview of life in Britain before and after WW2?  Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?  Can I describe the social, ethnic, cultural or religious diversity of past society?  Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?  Can I explain how some aspects of history/historical events have had an impact elsewhere in the world?  Can I use literacy, numeracy and computing skills to an high standard to communicate information about the past?  Can I use original ways to present information and ideas? |