

# HISTORY

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place known events and objects in chronological order (Chronological understanding)	Show an awareness of the past, using common words and phrases relating to the passing of time	Use an increasing range of common words and phrases to the passing of time (chronological understanding)	Place some historical periods in a chronological framework (chronological understanding)	Use dates to order and place events on a timeline (chronological understanding)	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narrative within and across the periods he/she studies
Sequence events and recount changes within living memory (Chronological understanding)	Describe where the people and event he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods of time	Describe memories of key events in his/her life using historical vocabulary (chronological understanding)	Use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)	Give some reasons for some important historical events (understanding of events, people and changes)	Note connections, contrasts and trends over time and show developing appropriate use of historical terms
Use common words and phrases relating to the passing of time (Chronological understanding)	Use a wide vocabulary of everyday historical terms		Communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)	Make comparisons between aspects of periods of history and the present day (historical interpretations)	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
Understand key features of events (understanding of events, people and changes)	Ask and answer questions, choosing and using parts of stories and other sources to show he/she knows and understands key features of events		Use historical terms related to the period of study (chronological understanding)	Understand that the type of information available depends on the period of time studied	Construct informed responses that involve thoughtful selection and organisation of relevant historical information
Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)	Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented		Understand that sources can contradict each other (historical interpretations)	Evaluate the usefulness of a variety of sources (historical interpretations)	Understand how our knowledge of the past is constructed from a range of sources

Relate his/her own account of an event and understand that others may give a different version (historical interpretation)	Describe changes within living memory and aspects of change in national life		Use a variety of resources to find out about aspects of life in the past (historical enquiry)	Compare sources of information available for the study of different times in the past (historical enquiry)	Describe changes in Britain from the Stone Age to the Iron Age
Find answers to some simple questions about the past from simple sources of information (historical enquiry)	Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flights or events commemorated through festivals or anniversaries			Present findings and communicate knowledge and understanding in different ways (organisation and communication)	Describe the Roman Empire and its impact on Britain
Describe some simple similarities and differences between artefacts (historical enquiry)	Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in differing periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Brueghel the Elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell			Present an account of a historical event based on more than one source (organisation and communication)	Describe Britain's settlement by Anglo-Saxons and Scots
Sort artefacts from 'then' and 'now' (historical enquiry)	Describe significant historical events, people and places in his/her own locality				Describe the Viking and Angle-Saxon struggle for the kingdom of England to the time of Edward the Confessor
Ask and answer relevant basic questions about the past (historical enquiry)	Speak about he/she has found out about the past (organisation and communication)				Describe a local history study
Talk, draw or write about aspects of the past (organisation and communication)	Record what they have learned by drawing and writing (organisation and communication)				Describe a study of an aspect or theme in British history that extends pupils knowledge beyond 1066

					Describe the achievement of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
					Describe a study of Ancient Greek life and achievements and their influence on the western world
					Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c.AD 900; Benin (West Africa) c.AD 900-1300
					Make confident use of a variety of sources for independent research (historical enquiry)
					Use evidence to support arguments (understanding of events, people and changes)