

History

Component: Chronological understanding – Constructing the past

| Foundation Stage | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Festivals and Celebrations</p> <p>Talk about past & present events in their own lives & in the lives of family members.</p> <p>Use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Understand the past through settings, characters and events encountered in books read in class</p> | <p>In discussion I can identify relevant features of particular historical themes, events and people from family, local, national and global history.</p> <p>I can demonstrate some understanding of the characteristics of the period studied.</p> | <p>I can confidently identify relevant features of particular historical themes, events and people from family, local, national and global history.</p> <p>I can demonstrate understanding of the characteristics of the period studied.</p> | <p>I can describe details about events and people from within and across several themes, societies, events and significant people covered in local, national and global history.</p> <p>I can describe events and periods using the words; BC, AD, decade and century.</p> | <p>I can describe a range of details about events and people from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, I will begin to make connections between societies studied, with some development of reasoning.</p> | <p>I can use knowledge gained to demonstrate an understanding of aspects of different themes, individuals, societies and events studied.</p> <p>I will make some reference to and identify connections between societies studied.</p> | <p>I can use knowledge gained to give an overview of the most significant details of different themes, individuals, societies and events studied including grouping them into themes.</p> <p>I will make some reference to and identify connections between societies studied and group these into themes such as social, cultural.</p> |
| | <p>How have people like Florence Nightingale helped to make the world a better place? (Lives of significant individuals)</p> <p>What has changed since my Grandparents' were young? (Changes within living memory)</p> | <p>How have people like Rosa Parks helped to make the world a better place? (Lives of significant individuals)</p> <p>Transport (Changes within living memory)</p> | <p>Early Civilisations: An overview of where and when they first appeared and a depth study of one: Ancient Sumer / Indus Valley / Ancient Egypt/ The Shang Dynasty</p> | <p>The Roman Empire and its impact on Britain</p> <p>A Local History Study: Aldborough</p> | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Tudors</p> | <p>A Study of a non-European Society: Mayans</p> <p>Ancient Greece</p> |

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| and storytelling. Enjoys joining in with family customs & routines. | Why did the Great Fire of London start? (Events beyond living memory, significant nationally) | First Aeroplane Flight (Events beyond living memory) | Changes in Britain from the stone Age to the Iron Age | | Britain's Settlement by Anglo-Saxons and The Scots | |
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Component: Chronological understanding – Sequencing the past

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| <p>I can use a simple timeline to order simple events/objects/images or information.</p> <p>I know that some objects belonged to the past and can arrange some artefacts in order of age.</p> <p>I can explain how I have changed since I was born.</p> <p>I can use words and phrases like: old/ new, now/then, before/after and a long time ago.</p> | <p>I can independently sequence on a timeline with some confidence, a number of events/objects/images or information.</p> <p>I can begin to give reasons for their order.</p> <p>I can use words and phrases like: 'before', 'after', 'past', 'present', 'then' and 'now' accurately and demonstrate some understanding of the words used.</p> <p>I can use phrases like before I was born and when I was younger in discussion.</p> | <p>I can use a timeline within a specific time in history to sequence events, objects, themes, societies and people studied. This will include some dates, labels and key terminology linking to the time period studied.</p> <p>I can they use my mathematical knowledge to work out how long-ago events would have happened.</p> <p>I can provide valid reasons why I have sequence or sorted information in this way.</p> | <p>I can accurately use a timeline within a specific time in history to confidently sequence and plot; events, objects, themes, societies and people within and across topics studied. This will include confidently using key dates and terminology linking to the time periods studied.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades</p> <p>I can provide detailed valid reasons why I have sequence or sorted</p> | <p>I can plot and sequence with some independence and increasing accuracy many of the significant events, objects, themes, societies and people within and across topics studied onto an annotated timeline. This will include using appropriate dates, period labels, language and terms.</p> <p>I can make some links between this sequence to the events and people within other time periods studied.</p> <p>I can use my mathematical skills to work out exact time scales and differences as need be.</p> | <p>I can sequence with independence many of the significant events, objects, themes, societies and people within and across UKS2 topics studied onto an annotated timeline. This will include using appropriate dates, period labels and terms.</p> <p>I can accurately make links between this sequence to the events and people within other time periods studied.</p> |
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| | | | | information in this way. | | I can say where a period of history fits on a timeline. I can place a specific event on a timeline by decade. |
| How have people like Florence Nightingale helped to make the world a better place? (Lives of significant individuals) | How have people like Rosa Parks helped to make the world a better place? (Lives of significant individuals) | How have people like Rosa Parks helped to make the world a better place? (Lives of significant individuals) | Early Civilisations: An overview of where and when they first appeared and a depth study of one: Ancient Sumer / Indus Valley / Ancient Egypt / The Shang Dynasty | The Roman Empire and its impact on Britain A Local History Study: Aldborough | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Tudors Britain's Settlement by Anglo-Saxons and The Scots | A Study of a non-European Society: Mayans Ancient Greece |
| What has changed since my Grandparents' were young? (Changes within living memory) | Transport (Changes within living memory) | Transport (Changes within living memory) | Changes in Britain from the stone Age to the Iron Age | | | |
| Why did the Great Fire of London start? (Events beyond living memory, significant nationally) | First Aeroplane Flight (Events beyond living memory) | First Aeroplane Flight (Events beyond living memory) | | | | |

Component: Change and development/Similarities and Differences between different historical periods (Concepts)
KS2 – some topics will be studying changes within the topic and some will be comparisons to other topics.

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| Talk about past & present events in their own lives & in the lives of family members. Use past, present & future forms accurately when talking | I can identify a few similarities, differences and changes between past and present. | I can describe independently and accurately similarities, differences and changes both within and across time periods and topics studied e.g. comparing past and present. I can begin to demonstrate some understanding of which are the most | I can begin to generate historically valid questions about change, similarity and difference. I can make valid statements about the main similarities, differences and changes occurring within time periods to answer questions. | I can generate historically valid questions about change, similarity and difference. I can research and make valid statements to identify and explain significant changes and developments within and across | I can independently and confidently provide a comprehensive list of the changes within the period studied. I can research and make valid statements to identify and explain things which have changed and things which have stayed the same within and across topics studied. This will | I can make valid statements to compare similarities, differences, changes and continuity within and across periods of time studied. Including the significance, progress or |
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| <p>about events that have happened or are to happen in the future.</p> <p>Know some similarities and differences between things in the past and now in their own life and in stories.</p> <p>To compare and contrast characters from stories, including figures from the past.</p> | | <p>important differences and why.</p> | <p>I can identify connections between changes, and begin to identify types of change.</p> <p>I can demonstrate some awareness of the significance of change and its impact.</p> <p>I can through research, identify similarities and differences between given periods in history.</p> | <p>topics studied. This may include some ideas about which aspects did not change much within a time period and why.</p> <p>I can identify connections between changes.</p> <p>I can demonstrate an awareness of the why some changes are more significant than others including why.</p> | <p>include some ideas about which aspects did not change much within a time period and why.</p> <p>I can identify a range of connections between changes.</p> <p>I can independently generate valid reasons why some changes and developments are more significant than others within a particular topic.</p> | <p>nature of the change.</p> <p>I can confidently identify a range of connections between various changes.</p> <p>I can independently begin to understand valid reasons why some changes and developments were extraordinary and some were common.</p> |
| | <p>How have people like Florence Nightingale helped to make the world a better place? (Lives of significant individuals)</p> | <p>How have people like Rosa Parks helped to make the world a better place? (Lives of significant individuals)</p> | <p>Early Civilisations: An overview of where and when they first appeared and a depth study of one: Ancient Sumer / Indus Valley / Ancient Egypt/ The Shang Dynasty</p> <p>Changes in Britain from the stone Age to the Iron Age</p> | <p>The Roman Empire and its impact on Britain</p> | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Tudors</p> <p>Britain's Settlement by Anglo-Saxons and The Scots</p> | <p>A Study of a non-European Society: Mayans</p> <p>Ancient Greece</p> |
| <p>Component: Cause and Effect</p> | | | | | | |
| <p>Investigate in areas of provision different</p> | <p>I can identify one cause for and effect of an event within topics studied.</p> | <p>I can identify multiple causes and effects of events within topics studied.</p> | <p>I can describe some valid causes for, and effects of, some of the</p> | <p>I can independently and confidently discuss the importance of causes</p> | <p>I can independently and confidently explain the role of different causes for, and effects of, the key events</p> | <p>I can independently and confidently generate a</p> |

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| <p>causes and effects. e.g. with sand and water or planting seeds.</p> | | <p>I demonstrate some understanding that certain causes and/or effects are of increased importance.</p> | <p>key events within topics studied. I demonstrate an understanding that certain causes and/or effects are of increased importance. I can devise some questions about cause.</p> | <p>for, and effects of, some of the key events within topics studied. I understand that one event can have both positive and negative effects. I can devise historically valid questions about cause.</p> | <p>within topics studied. I can make connections between causes for, and effects of, key events comparing topics studied. I can order causes and effects by their importance giving valid reasons for my decisions.</p> | <p>detailed list of valid causes for, and effects of, key events within topics studied. I can make valid connections between causes for key events comparing these with events occurring in other periods or topics studied and consider how the effects of these could be similar. I can demonstrate some understanding of causes as long or short-term and how these may have immediate or future effects.</p> |
| | <p>How have people like Florence Nightingale helped to make the world a better place? (Lives of significant individuals)</p> <p>Why did the Great Fire of London start? (Events beyond living memory, significant nationally)</p> | <p>How have people like Rosa Parks helped to make the world a better place? (Lives of significant individuals)</p> | <p>Changes in Britain from the stone Age to the Iron Age</p> | <p>The Roman Empire and its impact on Britain</p> | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Tudors</p> | <p>Ancient Greece</p> |

Component: Significance and Interpretations

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| <p>To begin to make sense of their own life-story and family's history,</p> | <p>I can demonstrate an understanding of the word 'significance'. I can through discussion give examples of someone or something significance with a reason. I can begin to make some connections between significant events or people.</p> | <p>I can demonstrate a secure understanding of the word 'significance'. I can give a broad range of valid reasons why someone or something is significant. I can make some valid connections and judgements between significant events or people. I can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant.</p> | <p>I can identify the most significant information in a historical account linking to a topic studied. I can justify my choices with a valid reason. I can identify a range of ways in which two versions of the same event maybe similar or different and begin to discuss reasons why these may differ.</p> | <p>I can confidently identify the most significant information in a historical account linking to a topic studied. I can justify my choices with a number of valid reasons including; why others may be less significant. I can begin to demonstrate some understanding that some things have a short-term significance while others have a long-term significance. I can identify a range of ways in which two or more versions of the same event maybe similar or different and to discuss a range of reasons why these may differ.</p> | <p>I can confidently identify the most significant information in a historical account linking to a topic studied. I can justify my choices with a number of valid reasons including; why others may be less significant. I can demonstrate understanding that some things have a short-term significance while others have a long-term significance. I can confidently identify a range of ways in which multiple versions of the same event or person may differ. I can also demonstrate understanding of why there may also be similarities within the versions. I can explain a range of valid reasons why these may differ.</p> | <p>I can confidently explain why certain aspects of a topic studied, were of significance. I can order information by its significance and justify my choices with a number of valid reasons including; why some aspects can be considered no longer relevant or have lasting effects. I can confidently and independently identify the different versions of the same event or person and provide a range of valid reasons why these may differ in a range of topics. I can demonstrate understanding of why there may also be similarities</p> |
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| | | | | | | within the versions. |
| | How have people like Florence Nightingale helped to make the world a better place? (Lives of significant individuals) | How have people like Rosa Parks helped to make the world a better place? (Lives of significant individuals) | Early Civilisations: An overview of where and when they first appeared and a depth study of one: Ancient Sumer / Indus Valley / Ancient Egypt / The Shang Dynasty | | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | Ancient Greece |
| | Why did the Great Fire of London start? (Events beyond living memory, significant nationally) | Transport (Changes within living memory) | Changes in Britain from the stone Age to the Iron Age | | A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Tudors | |

Component: Historical Enquiry – planning and carrying out.

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| To answer questions about the past & present events in their own lives & in the lives of family members. To ask questions about the past through storytelling. | I can ask and answer questions about old and new objects and what they were used for. I can use some appropriate historical vocabulary. | I can ask and answer a range of questions independently. I can research the past using the Internet and other sources to find out information. I can use appropriate historical vocabulary. | I can ask and answer a range of historically valid questions independently linking to different types of enquiry. I can use various sources to piece together information about a specific period or event in history I can use a range of appropriate historical vocabulary and terminology. | I can independently ask and answer a range of historically valid questions linking to significant historical enquiry. I can use a range of varied and relevant sources of evidence to support responses. I can clearly structure my response to communicate knowledge and understanding to demonstrate contrasting viewpoints both orally and in writing. I can use a broad range of appropriate | I can independently and confidently devise a range of historically valid questions linking to significant historical enquiries. I can consider and investigate a hypothesis to answer a question. I can begin to think critically about my historical enquiries and consider ways in which they could be improved. I can clearly structure my response for presenting an argument to communicate knowledge and understanding to demonstrate contrasting viewpoints both orally and in writing. I can use my evidence to reach a valid conclusion to a historical enquiry. | I can independently produce a detailed response to a range of historical enquiries. I can use a broad range of appropriate evidence from a wide range of varied sources studied within sessions to present an argument to communicate knowledge and understanding to demonstrate contrasting viewpoints to answer a question and use my |
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| | | | | historical vocabulary and terminology. I can work with increasing independence and confidence. | I can use a broad range of appropriate historical vocabulary and terminology throughout. I can work independently and confidently. | evidence to reach a valid conclusion to a historical enquiry with clear links to the arguments and evidence discussed. I can think critically about my historical enquiries and consider ways in which they could be improved. I can confidently use a broad range of appropriate historical vocabulary and terminology throughout. |
| | How have people like Florence Nightingale helped to make the world a better place? (Lives of significant individuals) | How have people like Rosa Parks helped to make the world a better place? (Lives of significant individuals) | Early Civilisations: An overview of where and when they first appeared and a depth study of one: Ancient Sumer / Indus Valley / Ancient Egypt / The Shang Dynasty Changes in Britain from the stone Age to the Iron Age | The Roman Empire and its impact on Britain A Local History Study: Aldborough | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Tudors Britain's Settlement by Anglo-Saxons and The Scots | A Study of a non-European Society: Mayans Ancient Greece |
| | What has changed since my Grandparents' were young? (Changes within living memory) | Transport (Changes within living memory) | | | | |
| | | First Aeroplane Flight (Events beyond living memory) | | | | |
| Component: Historical Enquiry – using sources as evidence | | | | | | |
| To use objects, pictures and stories to talk about past | I can identify the different ways in which the past is represented. I can identify old and new things in a picture/photograph/storybook etc | I can confidently answer questions by using information from several source types including written, visual, oral sources and artefacts. | I understand that information from sources can be used to answer a range of historically valid enquiries. I can use various sources of evidence to write | I understand that a range of sources can possibly be used to answer a range of historically valid enquiries. | I can appreciate the significance of historical artefacts in helping us to understand more about British lives in the present and past. | I can look at two different versions and discuss how the author may be attempting to persuade or give a specific viewpoint. |

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| <p>& present events in their own lives, in the lives of family members and from storytelling.</p> <p>To comment on images of familiar situations in the past.</p> | <p>I can answer questions using a artefact/photograph/story provided.</p> <p>I can give a plausible explanation about what an object was used for in the past using information from at least one story and another type of source.</p> | <p>I can demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question.</p> | <p>detailed responses about historical information.</p> <p>I demonstrate an awareness that some sources are more reliable and useful than others in answering questions.</p> | <p>I can use a range of sources to answer historical enquires.</p> <p>I demonstrate an awareness that some sources are more reliable and useful than others in answering questions by discussing their importance.</p> | <p>I can use a broad range of varied and relevant sources of evidence to answer questions and support my arguments.</p> <p>I use my awareness that some sources are more reliable and useful than others to decide which I will use to carry out an enquiry.</p> <p>I can justify my choice with reference to use and reliability.</p> | <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I can confidently use my awareness of the value of a range of sources including my understanding that some sources are more reliable and useful than others to decide which I will use to carry out an enquiry.</p> <p>I can confidently justify my choice with reference to use and reliability as well as considering the purpose, audience, and accuracy of how the source was created.</p> |
| | <p>How have people like Florence Nightingale helped to make the world a better place? (Lives of significant individuals)</p> | <p>How have people like Rosa Parks helped to make the world a better place? (Lives of significant individuals)</p> | <p>Early Civilisations: An overview of where and when they first appeared and a depth study of one: Ancient Sumer / Indus Valley / Ancient Egypt/ The Shang Dynasty</p> | <p>The Roman Empire and its impact on Britain</p> <p>A Local History Study: Aldborough</p> | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> | <p>A Study of a non-European Society: Mayans</p> <p>Ancient Greece</p> |
| | <p>What has changed since my Grandparents' were young? (Changes within living memory)</p> | <p>Transport (Changes within living memory)</p> | | | <p>A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Tudors</p> | |
| | | <p>First Aeroplane Flight (Events beyond living memory)</p> | <p>Changes in Britain from the stone Age to the Iron Age</p> | | <p>Britain's Settlement by Anglo-Saxons and The Scots</p> | |

