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| **End of Key Stage expectations**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.  In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | | | | | |
|  | **Year 3** | **Year 4** | | **Year 5** | **Year 6** |
| **Chronological understanding** | I can describe events and periods using the words: BC, AD and decade.  I can describe events from the past using dates when things happened.  I can use a timeline within a specific time in history to set out the order things may have happened.  I can use my mathematical knowledge to work out how long ago events in recent and local history would have happened. | I can describe events from the past using dates when things happened.  I can describe events and periods using the words: ancient and century.  I can use a timeline within a specific time in history to set out the order things may have happened.  I can use my mathematical knowledge to work out how long ago events would have happened.  I can use my mathematical skills to round up time differences into centuries and decades.  I can begin to recognise and quantify the different time periods that exists between different groups that invaded Britain. | | I can use dates and historical language in my work.  I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.  I can place features of historical events and people from past societies and periods in a chronological framework.  I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them. | I can say where a period of history fits on a timeline.  I can place a specific event on a timeline by decade.  I can place features of historical events and people from past societies and periods in a chronological framework. |
| **Historical Enquiry** | I can recognise the part that archaeologists have had in helping us understand more about what happened in the past.  I can use various sources of evidence to answer questions.  I can research a specific event from the past and then write about this.  I can use my ‘information finding’ skills in writing to help me write about historical information. | I can research more than one version of an event and say how they differ.  I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.  I can give more than one reason to support an historical argument.  I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.  I can, through research, identify similarities and differences between given periods in history.  I can research two versions of an event and say how they differ. | I can test out a hypothesis in order to answer a question.  I can appreciate how historical artefacts have helped us understand more about British lives in the present and past.  I can give more than one reason to support an historical argument.  I can describe a key event from Britain’s past using a range of evidence from different sources. | | I can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.  I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out. |
| **Knowledge and interpretation** | I can appreciate that the early Brits would not have communicated as we do or have eaten as we do.  I can begin to picture what life would have been like for the early settlers.  I can suggest why certain events happened as they did in history.  I can explain how people who lived in the past cooked and travelled differently and used different weapons from ours. | I can explain how events from the past have helped shape our lives.  I can recognise that the lives of wealthy people were very different from those of poor people.  I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.  I can begin to appreciate that how we make decisions has been through a Parliament for some time.  I can gain a good understanding as to how crime and punishment has changes over the years. | I can describe historical events from the different period/s they are studying/have studied.  I can make comparisons between historical periods; explaining things that have changed and things that have stayed the same.  I can appreciate that significant events in history have helped shape the country we have today.  I can appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences. | | I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.  I can describe features of historical events and people from past societies and periods they have studied.  I can recognise and describe differences and similarities/ changes and continuity between different periods of history. |