




	End of Y1	End of KS1	End of Y3	End Lower KS2	End of Y4	End Upper KS2
<p>Carry out a historical enquiry</p> 	<p>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events people and places. Use a wide vocabulary of everyday historical terms.</p> <p>The child can ask and answer a few valid historical questions. <i>E.g. Ask a few questions about explorers, locate relevant information and communicate the answers as sentences.</i></p>	<p>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events people and places. Use a wide vocabulary of everyday historical terms.</p> <p>The child can plan questions and produce answers to a few historical enquiries using historical terminology. <i>E.g. Plan and find information needed to write a paragraph about which explorer was most successful.</i></p>	<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <p>The child can ask valid questions for enquiries and answer using a number of sources. <i>E.g. Produce a plan for investigating a significant person and use a few different sources to produce a biography.</i></p>	<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <p>The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. <i>E.g. Plan a speech for a significant historical figure based on information about them from the past based on several different sources.</i></p>	<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <p>The child can reach a valid conclusion based on devising and answering questions relating to a historical enquiry. <i>E.g. Investigate the quality of the lives of different children from WW2 from several sources and reach a conclusion at the end of an enquiry.</i></p>	<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <p>The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. <i>E.g. Pose independently a series of questions to investigate the success of the evacuation of children from WW2, select appropriate evidence and use this to produce a valid conclusion.</i></p>
<p>Using sources as evidence</p> 	<p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p> <p>The child can extract information from several different types of source including written, visual and oral sources and artefacts. <i>E.g. Extract some relevant information about the life of a local hero or heroine, e.g. from pictures, artefacts or a story.</i></p>	<p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p> <p>The child can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. <i>E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.</i></p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>The child can understand how sources can be used to answer a range of historical questions. <i>E.g. Describe how particular sources help provide evidence about different periods for example stone age to iron age</i></p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>The child can recognise possible uses of a range of sources for answering historical enquiries. <i>E.g. Use a range of different sources to reconstruct aspects of different periods for example stone age to iron age</i></p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>The child can accept and reject sources based on valid criteria when carrying out particular enquiries. <i>E.g. Ask questions about the usefulness and reliability of sources relating to children during the Second World War.</i></p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. <i>E.g. Select evidence that supports their judgements of how the war affected childhood in WW2.</i></p>
<p>Constructing the past</p> 	<p>Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.</p> <p>The child can identify relevant features of particular historical themes, events and people from family, local, national and global history. <i>E.g. Recall some events and people associated with the Great fire of London.</i></p>	<p>Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.</p> <p>The child can briefly describe features of particular themes, events and people from family, local, national and global history. <i>E.g. Retell the story of the Great fire of London..</i></p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p> <p>The child can identify details from several themes, societies, events and significant people covered in local, national and global history. <i>E.g. Identify some of the achievements made by Ancient Egyptians.</i></p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p> <p>The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. <i>E.g. Recall a number of details about the Ancient Egyptians and their achievements.</i></p>	<p>Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>The child can understand some features associated with themes, societies, people and events. <i>E.g. Understand aspects of life in Mayan times.</i></p>	<p>Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>The child can provide overviews of the most significant features of different themes, individuals, societies and events covered. <i>E.g. Give a summary of the main features of Mayan society.</i></p>

<p>Sequencing the past</p> 	<p>Know where people and events fit within a chronological framework.</p> <p>The child can depict on a timeline the sequence of a few objects and/or pieces of information. <i>E.g. Put the main features of the developments in flight in simple form eg. Pic of a glider, biplane then jet.</i></p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>The child can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.</i></p>	<p>Know where people and events fit within a chronological framework.</p> <p>The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. <i>E.g. Select a range of images depicting development of flight and place on a timeline.</i></p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>The child can understand securely and use a wider range of time terms. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</i></p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history</p> <p>The child can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms. <i>E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages.</i></p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>The child can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. <i>E.g. Sequence many of the main features of the Bronze and Iron Ages.</i></p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>The child can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms. E.g. Place many of the important Greek developments, people and events on an annotated timeline.</p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>The child can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events</p>
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