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|  | **Chronological understanding** | **Knowledge and interpretation** | **Historical enquiry** |
| **Year 3** | * Describe events and periods using the words: BC, AD and decade
* Describe events from the past using dates when things happened
* Describe events and periods using the words: ancient and century
* Use a timeline within a specific time in history to set out the order things may have happened
* Use their mathematical knowledge to work out how long ago events would have happened
 | * Appreciate that the early Brits would not have communicated as we do or have eaten as we do
* Begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time
* Realise that invaders in the past would have fought fiercely, using hand to hand combat
* Suggest why certain events happened as they did in history
* Suggest why certain people acted as they did in history
 | * Recognise the part that archaeologists have had in helping us understand more about what happened in the past
* Use various sources of evidence to answer questions
* Use various sources to piece together information about a period in history
* Research a specific event from the past
* Use their ‘information finding’ skills in writing to help them write about historical information
* Through research identify similarities and differences between given periods in history
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| **Year 4** | * Plot recent history on a timeline using centuries
* Place periods of history on a timeline showing periods of time
* Use their mathematical skills to round up time differences into centuries and decades
 | * Explain how events from the past has helped shape our lives
* Appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences
* Know that people who lived in the past cooked and travelled differently and used different weapons from ours
* Recognise that the lives of wealthy people were very different from those of poor people
* Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past
 | * Research two versions of an event and say how they differ
* Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings
* Give more than one reason to support an historical argument
* Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out
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| **Year 5** | * Use dates and historical language in their work
* Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.
* Use their mathematical skills to work exact time scales and differences as need be
 | * Describe historical events from the different period/s they are studying/have studied
* Make comparisons between historical periods; explaining things that have changed and things which have stayed the same
* Explain the role that Britain has had in spreading Christian values across the world
* Begin to appreciate that how we make decisions has been through a Parliament for some time
* Appreciate that significant events in history has helped shape the country we have today
* Have a good understanding as to how crime and punishment has changes over the years
 | * Test out a hypothesis in order to answer a question
* Appreciate how historical artefacts has helped us understand more about British lives in the present and past
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| **Year 6** | * Say where a period of history fits on a timeline
* Place a specific event on a timeline by decade
* Place features of historical events and people from past societies and periods in a chronological framework
 | * Summarise the main events from a specific period in history, explaining the order in which key events happened
* Summarise how Britain has had a major influence on world history?
* Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently
* Describe features of historical events and people from past societies and periods they have studied
* Recognise and describe differences and similarities/ changes and continuity between different periods of history
 | * Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint
* Identify and explain their understanding of propaganda
* Describe a key event from Britain’s past using a range of evidence from different sources
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