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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 |
| **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 |
| **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 |
| **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 |