



Chronological understanding	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none">• Can sequence events in a simple narrative• Can use words which mark the passing of time from simple 'before and after'• Starts to talk about the past in terms of period• Realises that ancient means thousands of years ago.• Start to use some key dates (years) as important markers of events.• Attempt to match iconic images to periods studied.	<ul style="list-style-type: none">• Can sequence events in a simple narrative• Can use words which mark the passing of time before and after, and while and during.• Can talk about the past in terms of period.• Can start to differentiate within a longer period.• Can use more specific key dates as important markers of events.• Successfully match most iconic images to periods studied.	<ul style="list-style-type: none">• Can talk about the past in terms of period.• Can use key dates as important markers of events.• Use more sophisticated time markers within, as well as between periods.• Can appreciate ideas of duration and interval.• Confidently match iconic images to periods studied.• Can make links between periods in history, comparing, spotting similarities and differences.	<ul style="list-style-type: none">• Can talk about the past in terms of period.• Can use key dates as important markers of events.• Can appreciate ideas of duration and interval.• Can use dates and specific terms confidently to establish detail• Confidently match iconic images to periods studied.• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Historical Enquiry	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Children extract simple information from texts/pictures/objects showing basic comprehension. • Can make simple deductions about what text means based on what is included. • Start to discuss how reliable a source may be. 	<ul style="list-style-type: none"> • Children extract simple information from texts/pictures/objects showing basic comprehension • Can make simple deductions about what text means based on what is included. • Children start combining information from more than one source • Children see that some sources are more useful than others. • Children start to think of reasons why a source might be unreliable. 	<ul style="list-style-type: none"> • Children start combining information from more than one source • Children see that some sources are more useful than others. • Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. • Will use phrases such as, We cannot tell for sure. Most evidence suggests. • Can consider the worthiness of a source by reference to what is known about the topic. • select suitable sources of evidence, sometimes giving reasons for choices 	<ul style="list-style-type: none"> • Children can confidently combine information from more than one source • Children see that some sources are more useful than others. • seek out and analyse a wide range of evidence in order to justify claims about the past • Offers substantiated reasons why some sources might be treated cautiously. • Understand that no single source of evidence gives the full answer to questions about the past

Interpretation and knowledge	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Can identify differences between versions of the same event e.g. the video gives a different view to what we have just read • Start to give simple reason why we might have more than one version: e.g. <i>No-one there recording the event; lost in translation.</i> • Introduced to the idea that we have to have different interpretations due to lack of evidence. e.g. <i>We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.</i> 	<ul style="list-style-type: none"> • Children can give reasons why we there are various versions of events • Start to see that there are often different interpretations because the gaps in the evidence are so large so are reconstructed in different ways. This is particularly true of events from the remote past. • Start to realise that history is continuously being rewritten; if we find more we have to rewrite the past • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> • Understand that people create different versions of the past for different audiences and therefore might give a different emphasis • understand how our knowledge of the past is constructed from a range of sources • understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge • make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same • appreciate that significant events in history have helped shape the country we have today. 	<ul style="list-style-type: none"> • understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events. • Children grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery. • understand how our knowledge of the past is constructed from a range of sources

Periods and features	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> understand some of the key characteristics of the period being studied and can spot anachronisms Secure in understanding the main differences between today and the period being studied. Start to make links between different features of a society to make sense of the world lived in by people in the past. 	<ul style="list-style-type: none"> show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same. understand that people in the past had a range of different ways of looking at their world and can explain ideas. can make links between different features of a society to make sense of the world lived in by people in the past.. 	<ul style="list-style-type: none"> know that not everyone in the past lived in the same way. They can contrast life for rich and poor. They know that there are different levels in society. understand that people in the past had a range of different ways of looking at their world and can explain ideas. C can make links between different features of a society to make sense of the world lived in by people in the past. Children understand that people's experiences varied depending on status. compare an aspect of life with the same aspect in another period study different aspects of life of different people – differences between men and women 	<ul style="list-style-type: none"> explain beliefs and attitudes in terms of why people might have had those ideas. understand that experiences varied depending on status e.g. women's position in Greek society was very different in Athens and Sparta.. describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society. explain beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

Cause and effect	Year 3	Year 4	Year 5	Year 6
------------------	--------	--------	--------	--------

	<ul style="list-style-type: none"> Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade; Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people; Starts to discuss and understand that events may happen because of other reasons than human action 	<ul style="list-style-type: none"> Explaining <i>general</i> and impersonal causes; seeing that events happen because of other reasons than just human action. Moving from two causes to realising that you need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause; Realises that events usually happen for a combination of reasons, even though there is still some element of listing; 	<ul style="list-style-type: none"> Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe; Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently; Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen 	<ul style="list-style-type: none"> Explain an event with reference to abstract ideas such as long and short-term or events building up; Starts to express explanation in term of relative importance backed up by reasoned argument e.g. <i>The main reason was... Also important... Some people think...</i> By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.
--	---	---	---	---

communication	Year 3	Year 4	Year 5	Year 6
---------------	--------	--------	--------	--------

- | | | | | |
|--|---|--|--|---|
| | <ul style="list-style-type: none"> • Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations; • Answers contain some simple period-specific references; • Can orally sequence events from the past. | <ul style="list-style-type: none"> • Answers contain some simple period-specific references; • Writes in simple and accurate, sequenced, sentences when narrating what happened in the past; • Start to write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas; | <ul style="list-style-type: none"> • Widespread use of period specific detail to make the work more convincing and authentic; • Begins to sustain an answer, providing some supporting evidence • Answers are structured and provide supporting evidence for statements made; • Able to see two sides of a question and can offer arguments on both sides; • When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes; | <ul style="list-style-type: none"> • Widespread use of period specific detail to make the work more convincing and authentic; • Answers are structured and provide supporting evidence for statements made; • Able to see two sides of a question and can offer arguments on both sides; • Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing; • Able pupils use provisional and tentative language, to express uncertainty e.g. <i>perhaps, may, might, some people think.</i> |
|--|---|--|--|---|