



History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology, knowledge and understanding of history</b>  	I can make some comments about things (features, events, people and themes) from the past	I can describe some features, events, people and themes from the past	When I talk or write about features, events, people and themes from the past, I can include some details.	When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied	When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels	When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale)
	I can sequence a few events or related objects	I can sequence a few events, objects or pieces of information on a timeline	I can place events, objects, themes and people from my history topic on a timeline	I can place a number of events, objects, themes and people from topics I have studied on a timeline	I can place historical periods I have studied as well as information about my topic on a timeline	I can use a timeline to sequence local, national and international events as well as historical periods
	I can use a number of time terms, such as 'now', 'then', 'yesterday', "days", 'week', 'month', 'year', 'nowadays', "past", 'old' and 'new'.	I can use a wider range of "time" terms including: recently, before, after, now, later	I can use some "historical period" terms.	I can use some dates and historical period terms.	I use dates and historical period terms accurately	I can use historical periods as reference points.
		I can use the words past and present when describing events	I can also use "century", "decade", "BC"/"BCE", "AD"/"CE"			
<b>Continuity and change (during and between periods)</b>  	I can point out some differences between children living in different times and my life today.	I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.	I can point out some similarities and differences between aspects of life at different times in the past.	I can describe some changes in the historical period I am studying.	I can describe changes within and between periods and societies I have learned about.	I can describe and make some links between events, situations and changes within and between different periods and societies.

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<b>Diversity (within a period)</b>  		I can point out some similarities and some differences between the ways of life of different people living at the time that I am learning about	I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying	I can describe similarities and differences between some people, events and beliefs in the period of history I am studying	I can describe similarities and differences in society, culture and religion in Britain at local and national levels	I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world
<b>Cause and consequence</b>  		I can make some comments about why people did things, why events happened and what happened as a result	I can pick out some reasons for and results of people's actions and events	I can suggest reasons for and results of people's actions and events	I can give some reasons for and results of historical events, situations and changes	I can explain my suggestions when giving reasons for and results of historical events, situations and changes
<b>Significance</b>  	I know that some people were historically important	I know that some people were historically important and can give reason why	I can point out which people were historically important and explain why	I can suggest which people were historically important and why I have chosen them	I can suggest which people and causes and consequences of change are more important and why	I can explain which causes and consequences are the most significant and why
<b>Using &amp; understanding sources of evidence</b>  	I can pick out information about the past from sources such as pictures, objects and stories	I can use information from more than one source in my answers	I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences	I can comment on the usefulness and accuracy of different sources of evidence	I can suggest some reasons why there are different accounts and interpretations of the past	I take account a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness
<b>Understanding historical interpretation</b>  	I can list some of the different ways that I have learned about the past	I can talk about some of the different ways that the past is recorded/represented [I can name some types of things which tell us about the past]	I can say which sources (from a selection) are likely to be the most useful for a task	I can identify primary and secondary sources of evidence	I compare sources of evidence to help me identify reliable information	I can explain my evaluation of particular pieces of information and particular sources
<b>Communicating ideas in history</b>  	I can talk, draw and write to show my ideas	I can make labelled drawings, tables and write sentences, speak (including in drama) and use ICT to show my ideas	I can present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills	In my written work, I try to: - organise my answers well - state my conclusions - give reasons for my ideas - use some dates and historical terms	My written answers are well rounded with: -well organised with clear conclusions -supported by evidence (from my sources) and reasons -good use of dates and historical terms	I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.