

|  | Year 3   | Year 4   | Year 5   | Year 6   |
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| 1.Chronological Understanding            | <ul style="list-style-type: none"> <li>Place the time studied on a time line.</li> <li>Use dates and terms related to the study unit and passing of time.</li> <li>Sequence several events or artefacts.</li> </ul>  | <ul style="list-style-type: none"> <li>Place events from period studied on time line.</li> <li>Use terms related to the period and begin to date events.</li> <li>Understand more complex terms eg BC/AD.</li> </ul>   | <ul style="list-style-type: none"> <li>Know and sequence key events of time studied.</li> <li>Use relevant terms and period labels.</li> <li>Make comparisons between different times in the past.</li> </ul>  | <ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies.</li> <li>Use relevant dates and terms.</li> <li>Sequence up to 10 events on a time line.</li> </ul>  |
| 2.Historical Knowledge and Understanding | <ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied.</li> <li>Compare with our life today.</li> <li>Identify reasons for and results of people's actions.</li> <li>Understand why people may have wanted to do something.</li> </ul>                        | <ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied.</li> <li>Identify key features and events of time studied.</li> <li>Look for links and effects in time studied.</li> <li>Offer a reasonable explanation for some events.</li> </ul> | <ul style="list-style-type: none"> <li>Study different aspects of different people – differences between men and women.</li> <li>Examine causes and results of great events and the impact of people.</li> <li>Compare life in early and late 'times' studied.</li> <li>Compare an aspect of life with the same aspect in another period.</li> </ul> | <ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Compare beliefs and behaviour with another time studied.</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Know key dates, characters and events of time studied.</li> </ul> |
| 3.Interpretations Of History             | <ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented.</li> <li>Distinguish between different sources – compare different versions of the same story.</li> <li>Look at representations of the period – museum, cartoons etc.</li> </ul> | <ul style="list-style-type: none"> <li>Look at the evidence available.</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use textbooks and historical knowledge.</li> </ul>   | <ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction.</li> <li>Offer some reasons for different versions of events.</li> </ul>   | <ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>Be aware that different evidence will lead to different conclusions.</li> <li>Confidently use the library and internet for research.</li> </ul>   |
| 4.Historical Enquiry                     | <ul style="list-style-type: none"> <li>Use a range of sources to find out about a period.</li> <li>Observe small details – artefacts, pictures.</li> <li>Begin to use the library and internet for research.</li> </ul>  | <ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event.</li> <li>Choose relevant material to present a picture of one aspect of life in time past.</li> <li>Use the library and internet for research.</li> </ul>                         | <ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of a past event.</li> <li>Select relevant sections of information.</li> <li>Use the library and internet for research with increasing confidence.</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise primary and secondary sources.</li> <li>Use a range of sources to find out about an aspect of time past.</li> <li>Suggest omissions and the means of finding out.</li> <li>Bring knowledge gathered from several sources together in a fluent account.</li> </ul>   |
| 5. Organisation and Communication        | <p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>   | <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>  |  |  |