

Year	Chronology	Knowledge and Interpretations of History	Historical Enquiry
1	<ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: old, new and a long time ago? • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them may have happened a long time ago? • Do they know that some objects belonged to the past? • Can they explain how they have changed since they were born? <p>Use vocabulary: old, new, before, after, a long time ago, first, next, finally.</p>	<ul style="list-style-type: none"> • Do they appreciate that some famous people have helped our lives be better today? • Do they recognise that we celebrate certain events, because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? 	<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? • Can they identify objects from the past?
Year 1 Challenges			
	<ul style="list-style-type: none"> • Can they put up to five objects/events in chronological order (recent history)? • Can they use words and phrases like: very old, when mummy and daddy were little? • Can they use the words before and after correctly? • Can they say why they think a story was set in the past? 	<ul style="list-style-type: none"> • Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? • Can they tell us about an important historical event that happened in the past? • Can they explain differences between past and present in their life and that of other children from a different time in history? • Do they know who will succeed the queen and how the succession works? 	<ul style="list-style-type: none"> • Can they answer questions using a range of artefacts/ photographs provided? • Can they find out more about a famous person from the past and carry out some research on him or her?
Exceeded			
Emerging			

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2	<ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger, older/ newer, a very long time ago, past, present? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they sequence a set of events in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? 	<ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?
Year 2 Challenges			
	<ul style="list-style-type: none"> • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened? 	<ul style="list-style-type: none"> • Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing? 	<ul style="list-style-type: none"> • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary?
Exceeded			
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History Focus: The changes or Britain from the Stone Age to the Iron Age OR The Roman Empire and its impact on Britain.			
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3	<ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? (Maths link) • Can they use their mathematical knowledge to work out how long ago events would have happened? (Maths link) 	<ul style="list-style-type: none"> • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? <p>Can they use the terminology: empire,</p>	<ul style="list-style-type: none"> • Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history?
Year 3 Challenges			
	<ul style="list-style-type: none"> • Can they set out on a timeline, within a given period, what special events took place? (Maths link) • Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? (Maths link) 	<ul style="list-style-type: none"> • Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? • Can they appreciate that war/s would inevitably have brought much distress and bloodshed? • Do they have an appreciation that wars start for specific reasons and can last for a very long time? • Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? 	<ul style="list-style-type: none"> • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly?
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History Focus: Britain's settlement by Anglo-Saxons and Scots & The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.

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4	<ul style="list-style-type: none"> • Can they use dates and historical language in their work? (Maths link) • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? (Maths link) • Can they use their mathematical skills to work out exact time scales and differences as need be? (Maths link) 	<ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? • Can they 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? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? <p>Can they use the terminology: empire, civilization, monarch.</p>	<ul style="list-style-type: none"> • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?
Year 4 Challenges			
	<ul style="list-style-type: none"> • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	<ul style="list-style-type: none"> • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? 	<ul style="list-style-type: none"> • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
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History Focus: A local history study (e.g. During WW1 / WW2, Victoria era, Crime and punishment)			
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5	<ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? (Maths link) • Can they place periods of history on a timeline showing periods of time? (Maths link) • Can they use their mathematical skills to round up time differences into centuries and decades? (Maths link) 	<ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they explain the role that Britain has had in spreading Christian values across the world? (R.E. Links) • Can they begin to appreciate that how we make decisions has been through a Parliament for some time? (British values Links) • Do they appreciate that significant events in history have helped shape the country we have today? (British values Links) • Do they have a good understanding as to how crime and punishment has changed over the years? (British values Links) <p>Can they use the terminology: empire, civilization, monarch.</p>	<ul style="list-style-type: none"> • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? (British values Links) • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
Year 5 Challenges			
	<ul style="list-style-type: none"> • Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. 	<ul style="list-style-type: none"> • Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed? 	<ul style="list-style-type: none"> • Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?
Exceeded			
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History Focus: One of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; Ancient Greece.			
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6	<ul style="list-style-type: none"> Can they say where a period of history fits on a timeline? (Maths Links) Can they place a specific event on a timeline by decade? (Maths Links) Can they place features of historical events and people from past societies and periods in a chronological framework? 	<ul style="list-style-type: none"> Can they summarise the main events from a specific period in history, explaining the order in which key events happened? (Eng Link) Can they summarise how Britain has had a major influence on world history? (Eng Links) Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? (EngLinks) Can they describe features of historical events and people from past societies and periods they have studied? Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 	<ul style="list-style-type: none"> Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? Can they identify and explain their understanding of propaganda? Can they describe a key event from Britain's past using a range of evidence from different sources?
Year 6 Challenges			
	<ul style="list-style-type: none"> Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 	<ul style="list-style-type: none"> Can they suggest relationships between causes in history? Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? 	<ul style="list-style-type: none"> Can they suggest why there may be different interpretations of events? Can they suggest why certain events, people and changes might be seen as more significant than others? Can they pose and answer their own historical questions?
Exceeded			
Emerging			