

Strand	Year 3	Year 4	Year 5	Year 6
<u>Chronological understanding</u>	<ul style="list-style-type: none"> -place events from period studied on a timeline -use dates and terms related to the study unit and passing of time -sequence events or artefacts 	<ul style="list-style-type: none"> -place events from period studied on a timeline and offer explanations for changes over time -use terms related to the period and begin to date events -understand more complex terms like BC/AD 	<ul style="list-style-type: none"> -know and sequence key events of time period studied -use relevant terms and period labels -Make comparisons between different times in the past 	<ul style="list-style-type: none"> -place current study on timeline in relation to other studies -use relevant dates and terms -sequence up to 10 events on a timeline using understanding of the past without specific dates provided.
<u>Range and depth of historical knowledge</u>	<ul style="list-style-type: none"> -find out about everyday lives of people in time period studied -compare with life today -identify reasons for and consequences of people's actions -understand why people may have wanted to do something 	<ul style="list-style-type: none"> -identify key features and events of time studied -begin to compare and contrast elements of different time periods -look for links and effects in time studied -offer a reasonable explanation for some events 	<ul style="list-style-type: none"> -study different aspects of different groups of people - differences between men and women, different social classes etc -examine causes and consequences of great events and the impact on people -compare life in 'early' and 'late' times studied -compare an aspect of life with the same aspect in another period e.g. sophistication of war 	<ul style="list-style-type: none"> -find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings. -compare ideologies and behaviour with another time studied. -explain past events in terms of cause and effect using evidence to support and illustrate explanations -know key dates, characters and events of time periods

			during Anglo-Saxons vs Roman eras.	studied, drawing comparisons across time periods
<u>Interpretations of history</u>	<ul style="list-style-type: none"> -identify and give reasons for different ways in which the past is represented -distinguish between different sources - compare different versions of the same story -look at representations of the period - museum, images, video re-enactments etc 	<ul style="list-style-type: none"> -look at evidence available -begin to evaluate the usefulness of different sources -use text books, the internet and own historical knowledge 	<ul style="list-style-type: none"> -compare accounts of events from different sources - fact or fiction -offer some reasons for different versions of events -understand that secondary and primary sources can be of varying reliability depending on how they are interpreted and how much information they provide us with. -Use computing skills when using online sources to check release dates, authors and reliability of information. 	<ul style="list-style-type: none"> -link sources and work out how conclusions were arrived at -consider ways of checking the accuracy of interpretations - fact, fiction or opinion -be aware that different evidence will lead to different conclusions from different historians/groups of people -confidently use the library and internet for coordinating research
<u>Historical enquiry</u>	<ul style="list-style-type: none"> -use a range of sources to find out about a period -observe small details- artefacts, pictures -select and record information relevant to the study 	<ul style="list-style-type: none"> -recognise primary and secondary sources -use evidence to build up a picture of the past -use index and contents pages in text books to locate relevant information 	<ul style="list-style-type: none"> -recognise primary sources and begin to evaluate their reliability -use evidence to build up a picture of a past event -select relevant sources of information 	<ul style="list-style-type: none"> -recognise and evaluate the reliability of primary and secondary sources confidently and independently -use a wide range of sources to find out about an aspect of time past

	<ul style="list-style-type: none"> -begin to use text books and internet for research 	<ul style="list-style-type: none"> -begin to use key words in search engines to find relevant information -ask questions about the past 	<ul style="list-style-type: none"> -use books and the internet for research with increasing confidence 	<ul style="list-style-type: none"> -suggest reasons for omissions of information and suggest means of finding out -bring knowledge gathered from several sources together in a fluent account
<p><u>Organisation and communication</u></p>	<p>communicate knowledge through the following means:</p> <ul style="list-style-type: none"> -discussion -drawings -role play -making models -written explanations 	<ul style="list-style-type: none"> -recall, select and organise historical information -communicate knowledge and understanding through a range of outcomes -begin to bullet point key parts of research to aid explanations 	<ul style="list-style-type: none"> -select and organise information to produce structured work, making appropriate use of dates and terms. -Conduct own research project in order to depict a particular aspect of history 'a golden thread' or second order concept for example - change, continuity, causation, consequence, change and continuity, similarity, difference and historical significance. 	