

Strand	Year 3	Year 4	Year 5	Year 6
<u>Chronological understanding</u>	<ul style="list-style-type: none"> <li>-place events from period studied on a timeline</li> <li>-use dates and terms related to the study unit and passing of time</li> <li>-sequence events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>-place events from period studied on a timeline and offer explanations for changes over time</li> <li>-use terms related to the period and begin to date events</li> <li>-understand more complex terms like BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>-know and sequence key events of time period 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 timeline in relation to other studies</li> <li>-use relevant dates and terms</li> <li>-sequence up to 10 events on a timeline using understanding of the past without specific dates provided.</li> </ul>
<u>Range and depth of historical knowledge</u>	<ul style="list-style-type: none"> <li>-find out about everyday lives of people in time period studied</li> <li>-compare with life today</li> <li>-identify reasons for and consequences of people's actions</li> <li>-understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>-identify key features and events of time studied</li> <li>-begin to compare and contrast elements of different time periods</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 groups of people - differences between men and women, different social classes etc</li> <li>-examine causes and consequences of great events and the impact on 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 e.g. sophistication of war</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 ideologies and behaviour with another time studied.</li> <li>-explain past events in terms of cause and effect using evidence to support and illustrate explanations</li> <li>-know key dates, characters and events of time periods</li> </ul>

			during Anglo-Saxons vs Roman eras.	studied, drawing comparisons across time periods
<u>Interpretations of history</u>	<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, images, video re-enactments etc</li> </ul>	<ul style="list-style-type: none"> <li>-look at evidence available</li> <li>-begin to evaluate the usefulness of different sources</li> <li>-use text books, the internet and own 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> <li>-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.</li> <li>-Use computing skills when using online sources to check release dates, authors and reliability of information.</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, fiction or opinion</li> <li>-be aware that different evidence will lead to different conclusions from different historians/groups of people</li> <li>-confidently use the library and internet for coordinating research</li> </ul>
<u>Historical enquiry</u>	<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>-select and record information relevant to the study</li> </ul>	<ul style="list-style-type: none"> <li>-recognise primary and secondary sources</li> <li>-use evidence to build up a picture of the past</li> <li>-use index and contents pages in text books to locate relevant information</li> </ul>	<ul style="list-style-type: none"> <li>-recognise primary sources and begin to evaluate their reliability</li> <li>-use evidence to build up a picture of a past event</li> <li>-select relevant sources of information</li> </ul>	<ul style="list-style-type: none"> <li>-recognise and evaluate the reliability of primary and secondary sources confidently and independently</li> <li>-use a wide range of sources to find out about an aspect of time past</li> </ul>

	<ul style="list-style-type: none"> <li>-begin to use text books and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>-begin to use key words in search engines to find relevant information</li> <li>-ask questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>-use books and the internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>-suggest reasons for omissions of information and suggest means of finding out</li> <li>-bring knowledge gathered from several sources together in a fluent account</li> </ul>
<p><u>Organisation and communication</u></p>	<p>communicate knowledge through the following means:</p> <ul style="list-style-type: none"> <li>-discussion</li> <li>-drawings</li> <li>-role play</li> <li>-making models</li> <li>-written explanations</li> </ul>	<ul style="list-style-type: none"> <li>-recall, select and organise historical information</li> <li>-communicate knowledge and understanding through a range of outcomes</li> <li>-begin to bullet point key parts of research to aid explanations</li> </ul>	<ul style="list-style-type: none"> <li>-select and organise information to produce structured work, making appropriate use of dates and terms.</li> <li>-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.</li> </ul>	