***History***

*Our goal for History education is that children will build an informed historical perspective on their world, by developing:*

* strong understanding of **chronology** and historical terms allowing for confident historical enquiry skills and an understanding of the importance of historical sources as evidence.
* A knowledge of the characteristics of and **innovations** during different time periods.
* An understanding of the significance of different historical events and an appreciation of their continuing legacy especially looking at **equality.**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Historical Knowledge** | Begin to describe similarities and differences in artefacts  I can question why people did things in the past  Use a range of sources to find out characteristic features of the past | I can find out about people and events in other times  I can confidently describe similarities and differences of collections of artefacts  Drama – develop empathy and understanding (hot seating, sp | I can find out about everyday lives of people in time  I can compare with our life today  I can identify reasons for and results of peoples actions  I can show an understanding of why people may have had to do something  I can study change through the lives of significant individuals (e.g. Guy Fawkes/Mary Seacole/Florence Nightingale) | I can use evidence to reconstruct life in time studied  I can identify key features and events  I can look for the links and effects in time studied  I can offer reasonable explanation for some events  I can develop a broad understanding of ancient civilisations | I can study different aspects of life of different people – differences between men and women  I can examine causes and results of great events and the impact on people  I can compare life in early and late times studied  I can compare an aspect of life with the same aspect in another period | I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  I can compare beliefs and behaviour with another period  Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  I know key dates, characters and events of a time studied  I can compare and contrast ancient civilisations |
| **Chronology** | I can sequence events or objects in chronological order | I can sequence artefacts closer together in time  I can sequence events  I can sequence photos etc; from different periods of their life  I can describe memories of key events in their lives | I can place the time studied onto a timeline  I can sequence events or artefacts  I can use dates related to the passing of time | I can place events studied from the places studied onto a time line  I can use terms related to the time period and begin to date events  I can understand more complex terms e.g BCE/AD | I can place current studies on a timeline in relation to other studies  I know and sequence key events of time studied  I can use relevant terms and periods labels  I can relate current studies to previous studies  I can make comparisons between different times in history | I can place a current study on timeline in relation to other studies  I can use relevant dates and terms  I can sequence up to ten events on a time line |
| **Exploring evidence** | I can begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past) | I can compare pictures or photographs of people or events in the past  Children are able to identify different ways to represent the past | I can identify and give reasons for different ways in which the past is represented  I can distinguish between different sources and evaluate their usefulness  I can look at representations of the period e.g. museums, cartoons etc | I can identify and give reasons for different ways in which the past is represented  I can distinguish between different sources and evaluate their usefulness  I can look at representations of the period e.g. museums, cartoons etc | I can begin to identify primary and secondary sources  I can use evidence to build up a picture of life in time studied  I can select relevant sections of information  I am confident in the use of book and e-learning for research | I can recognise primary and secondary sources  I can use a range of sources to find out about an aspect of time past.  Suggest omissions and the means of finding out  I can bring knowledge gathering from several sources together in a fluent account |
| **Historical Enquiry** | I can sort artefacts ‘then’ and ‘now’  I can use as wide a range of sources as possible  I can answer questions related to different sources… | I can use a source – I can ask why, what, who, how and where questions and find answers to them  I can sequence a collection of artefacts  I can use timelines  I can discuss the effectiveness of a source | I can use a range of sources to find out about a time period  I can observe small details – artefacts/pictures  I can select and record information relevant to the study  I can being to use the books and e-learning for research  I can ask and answer questions | I can use evidence to build up a picture of a past event  I can choose relevant material to present a picture of one aspect of life in time past  I can ask a variety of questions  I can use the books and elearning for research | I can begin to identify primary and secondary sources  I can use evidence to build up a picture of life in time studied  I can select relevant sections of information  I am confident in the use of book and e-learning for research | I can recognise primary and secondary sources  I can use a range of sources to find out about an aspect of time past.  Suggest omissions and the means of finding out |