***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 pastUse a range of sources to find out characteristic features of the past | I can find out about people and events in other timesI 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 actionsI 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 studiedI 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 feelingsI 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 explanationI know key dates, characters and events of a time studiedI 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 outI 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 questionsI 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 |