**Key Stage 1 History Progression by Strand**

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|  | **HISTORICAL ENQUIRY METHODS AND SKILLS** | | **HISTORICAL CONCEPTS** | |
| **Year + subject** | **Using and understanding sources and evidence** | **Understanding that there are different versions/**  **interpretations of the past** | **Causes and**  **Consequences** | **Chronology** |
| **Year 1**  History of flight  And Thomas Coram  GREEN IS NEW LEARNING | •Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories.  • Can make deductions about artefacts, spotting clues to function and use and can talk about how they would have been used e.g. in role play  • Can ask simple, but relevant, questions of the teacher in the role of, for example, Amelia Earhart.  •Can find answers to questions about objects by looking in books.  •Can consult and use information from two simple sources to find information | • Know that a familiar event, like a birthday can be represented in different ways, e.g. a photograph, a video and memories.  • Children know that there may be different versions of a popular story e.g. in how a character is shown. •  • Begin to understand that we have different views of familiar events, eg: first day at school. We cannot always remember what happened in the past. •  • Can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions | • Can give a simple reason why a real person acted as they did in a historical situation, e.g. why Thomas Coram acted as he did because ….. (Care must be taken to select an event or a personal action that has a modern parallel so that children can give reasons for similar events today before moving into past situations.).   • Can give simple consequences of somebody’s actions, e.g. 'because of the things Thomas Coram did, children …… '. | Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales).   • Realises that images from nursery rhymes are not from nowadays by reference to some period detail, eg: clothes, objects no longer used.   • Uses simple timelines to sequence processes, events and objects within their own experience, e.g. something very old, old and new  • More confident in use of terms 'old' and 'new'. |
| **Historical terms/ Organisation and Communication**  • Confident with ‘old’ and ‘new’; confident with ‘then’ and ‘now’  • Will write simple captions – some will write elementary sentences to describe  • Can label/annotate simple drawings of washday artefacts and items  • Can write four or five captions, possibly using connectives, to show the sequence of activities.   • Can write simple sentences describing an event,   • Can orally retell the main episodes of famous past events, in the correct sequence.  • Can write simple sentences containing period-specific detail about events in the past | | | | |

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|  | **HISTORICAL ENQUIRY METHODS AND SKILLS** | | **HISTORICAL CONCEPTS** | | |
|  | **Using and understanding sources and evidence** | **Understanding that there are different versions/**  **interpretations of the past** | **Causes and**  **Consequences** | **Similarity and difference/continuity and change** | **Chronology** |
| **Year 2**  History of Communication  And comparison between Emmeline Pankurst and Nelson Mandela  GREEN IS NEW LEARNING | •Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories.  • Can make deductions about artefacts, spotting clues to function and use and can talk about how they would have been used e.g. in role play  • Can ask simple, but relevant, questions of the teacher in the role of, for example, Amelia Earhart.  •Can find answers to questions about objects by looking in books.  •Can consult and use information from two simple sources to find information  • Children are able to gather ideas from a few simple sources when building up their understanding  • Children realise that we can find out about a person’s life by using a range of sources, such as letters, as well as books.  • Children spot the differences between sources and come to a conclusion as to the most common view. | • Know that a familiar event, like a birthday can be represented in different ways, e.g. a photograph, a video and memories.  • Children know  that there may be different versions of a popular story e.g. in how a character is shown. •  • Begin to understand that we have different views of familiar events, eg: first day at school. We cannot always remember what happened in the past. •  • Can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions  • Can spot differences between versions, e.g they see that pictures in books vary in how they depict details.  • Realises that there may be more than one way of looking at a significant historical person, e.g some women loved Emmeline Pankhurst, whereas others might see her as a troublemaker  • Realises that not all sources of information give the same information  e.g: by comparing what a book tells us compared with a painting   • Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea.  • Understands that it is not always possible to know for sure what happened. | • Can give a simple reason why a real person acted as they did in a historical situation, e.g. why Thomas Coram acted as he did because ….. (Care must be taken to select an event or a personal action that has a modern parallel so that children can give reasons for similar events today before moving into past situations.).   • Can give simple consequences of somebody’s actions, e.g. 'because of the things Thomas Coram did, children …… '.  • Can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent.   • Children’s understanding of consequence may lag a little behind that of cause but still expect them to give two main effects of Pankhurst or Mandela’s actions (e.g.  'she helped women get the vote)   • More-able pupils certainly should be able to give a few consequences of events/people’s actions, e.g. giving a convincing explanation of ‘why we remember Emmeline Pankhurst or Nelson Mandela’. | The key concept of Year 2 is change. Whenever pupils study a theme, eg: communication, they should be comparing not just 'then' and 'now' but ‘then’ with another ‘then’, eg: Victorian times with 1930s or 1950s  and then today so that they see the similarities and differences.  • Can also see that not everyone in the past had the same experience, eg: rich and poor  • Can describe how features of life today, such as communication, differ from those of earlier times, referring to subject-specific detail, eg: in pictures, can describe and explain a telegram.   • Can offer reasons why simple changes occur, eg: why communication methods have been changed by technology | • Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales).   • Realises that images from nursery rhymes are not from nowadays by reference to some period detail, eg: clothes, objects no longer used.   • Uses simple timelines to sequence processes, events and objects within their own experience, e.g. something very old, old and new  • More confident in use of terms 'old' and 'new'.  • Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'.  • Understands that the world was different in the olden days.  • Can sequence parts of more complex story where action takes place over a long period of time, eg: realises that Nelson Mandela’s life can be divided into phases  • Realises that we use dates to describe events in time, eg: 1876 invention of the telephone  • Can use phrases such as ‘over 300 years ago’ in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time).  • Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times. |
| **Historical terms**/**Organisation and Communication**  • Confident with ‘old’ and ‘new’; confident with ‘then’ and ‘now’  • Will write simple captions – some will write elementary sentences to describe  • Can label/annotate simple drawings of washday artefacts and items  • Can write four or five captions, possibly using connectives, to show the sequence of activities.   • Can write simple sentences describing an event,   • Can orally retell the main episodes of famous past events, in the correct sequence.  • Can write simple sentences containing period-specific detail about events in the past  • A major feature is the depth of period detail children include in their answers. We are looking for widespread use of precise terms  • More use of time conventions when writing in history, e.g. 'hundreds of years ago', ‘in Victorian times’  • Label and annotate a historical picture, showing awareness of significant features not seen today, e.g. typewriter  • Make increasing use of period specific vocabulary,  • Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl   • Can explain why events happened using phrases such as 'another reason was' and 'also' which connect the various ideas | | | | | |

**Key Stage 2 History Progression by Strand**

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|  | **Historical enquiry methods and skills** | | **Understanding Historical concepts** | | | | |  |
| **Year + subject** | **Using and understanding sources and evidence** | **Understanding that there are different versions/**  **interpretations of the past** | **Cause and consequence** | **Similarity and difference/continuity and change** | | | | **Chronology** |
| **Year 3**  Ancient Egypt  GREEN IS NEW LEARNING | • Children extract simple information from text/pictures/objects showing basic comprehension  • Children make simple deductions about what those text/pictures mean | • Children can identify differences between versions of the same event e.g. *the video gives a different view to what we have just read* |  |  | | | | • Can confidently spot major anachronisms from most periods studied when compared with today  • Can sequence events in simple narrative e.g. Howard Carter’s discovery  • Can use words which mark the passing of time e.g. moving from simple *before* and *after* to use words such as *during* or *while* e.g. when describing the process of mummification  • Realises that Ancient means thousands of years ago |
| **Year 3**  Stone Age | Children start combining information from more than one source e.g. CD-Rom, compared with video, oral evidence. | • Children give a simple reason why we might have more than one version: e.g. *No-one there recording the event; lost in translation.* | Children can give explanation of why Stonehenge was built | Describe / make links between main events, situations and changes  within and across different  periods/societies  Make simple observations about different types of people, events, beliefs within a society | | | | • Can talk about three periods of time .e.g. Stone Age, Bronze Age, Iron Age |
| **Knowledge and understanding about characteristic features of historical societies**  • Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Ancient Egypt. They are secure in understanding the main differences between today and the period being studied.  • Children show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same. | | | | | | | | |
| **Organisation and Communication**  • Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations  • Answers contain some simple period-specific references  • Writes in simple and accurate, sequenced, sentences when narrating what happened in the past | | | | | | | | |
| **Historical terms** | | | | | | | | |
|  | **Historical enquiry methods and skills** | | **Understanding Historical concepts** | | | |  | |
|  | **Using and understanding sources and evidence** | **Understanding that there are different versions/**  **interpretations of the past** | **Causes and**  **Consequences** | | **Similarity and difference/continuity and change** | | **Chronology** | |
| **Year 4**  Romans  GREEN IS NEW LEARNING | • Children extract simple information from text/pictures/objects showing basic comprehension  • Children make simple deductions about what those text/pictures mean  Children start combining information from more than one source e.g. CD-Rom, compared with video,  oral evidence.  • Children start cross-referencing information to see if other sources agree, rather than taking everything  on face value.  • Children see that some sources are more useful than others and can explain why | • Children can identify differences between versions of the same event e.g. *the video gives a different view to what we have just read*  • Children give a simple reason why we might have more than one version: e.g. *No-one there recording the event; lost in translation.*  • Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views | • Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade  • Sees that events have more than one cause and can explain slightly more complex events than in Key  Stage 1 e.g. larger scale events or to do with actions of groups of people  • Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action.  • Moving from two causes to realising that you need to give several causes to explain some events; | | Describe / make links between main events, situations and changes within and across different periods/societies | | • Can confidently spot major anachronisms from most periods studied when compared with today  • Can sequence events in simple narrative e.g. Howard Carter’s discovery, Boudicca’s revolt  • Can use words which mark the passing of time e.g. moving from simple *before* and *after* to use words such as *during* or *while* e.g. when describing the process of mummification.  • Realises that Ancient means thousands of years ago.  Can talk about three periods of time e.g. Ancient Egypt, Howard Carter’s time, the present.  • Can use some key dates as important markers of events e.g Caesar’s landing, Claudius’ invasion, Boudicca’s revolt | |
| **Year 4**  Anglo-Saxons | • Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as: *We cannot tell for sure. Most evidence suggests.* | • Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Sutton Hoo | • Moves away from simply listing to trying to give a little detail about each cause  • Realises that events usually happen for a combination of reasons, even though there is still some element of listing | |  | | • Can talk about the past in terms of periods e.g. Egyptian, Roman, Anglo-Saxon | |
| **Year 4**  Vikings | • Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these  raiders | • Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. *This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.* | • Starts to genuinely explain rather than list  • May dwell on one cause at expense of others but it is real attempt to explain not just describe | |  | | • Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings  • Can successfully match simple iconic images to each of the periods studied | |
| **Year 4**  Baghdad |  |  | • Explains an event using simple form of classification e.g. to do with money or religion | |  | |  | |
| **Knowledge** **and understanding about characteristic features of historical societies**  • Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days. They are secure in understanding the main differences between today and the period being studied.  • Children show an understanding of the main ideas associated with that society. They are starting to explain rather than just describe.  • Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Baghdad and do not describe home life as if it was the same for everyone. They know that there are different levels in society.  • Children can make links between different features of a society to make sense of the world lived in by people in the past. | | | | | | | | |
| **Organisation and Communication**  • Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations  • Answers contain some simple period-specific references  • Writes in simple and accurate, sequenced, sentences when narrating what happened in the past  • Can write in explanatory mode, rather then descriptive but this tends to be mainly lists or unlinked ideas  • Begins to sustain an answer, providing some supporting evidence  • Ideas are beginning to have some shape, though not yet structured in paragraphs  • Can use appropriate ways of communicating their understanding | | | | | | | | |
| **Historical terms** | | | | | | | | |
|  | **Historical enquiry methods and skills** | | **Understanding Historical concepts** | | |  | | |
|  | **Using and understanding sources and evidence** | **Understanding that there are different versions/**  **interpretations of the past** | **Causes and**  **Consequences** | **Similarity and difference/continuity and change** | | **Chronology** | | |
| **Year 5**  Ancient Greece  GREEN IS NEW LEARNING | • Children extract simple information from text/pictures/objects showing basic comprehension  • Children make simple deductions about what those text/pictures mean  • Children start combining information from more than one source e.g. CD-Rom, compared with video,oral evidence.  • Children start cross-referencing information to see if other sources agree, rather than taking everything  on face value.  • Children see that some sources are more useful than others and can explain why  • Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as: *We cannot tell for sure. Most evidence suggests.*  • Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these  raiders | • Children can identify differences between versions of the same event e.g. *the video gives a different view to what we have just read*  • Children give a simple reason why we might have more than one version: e.g. *No-one there recording the event; lost in translation.*  • Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views  • Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Sutton Hoo  • Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. *This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.*  • Children grasp that interpretations might differ depending on the aspect of history that people are looking  at: e.g. Views of Ancient Greece might be more positive if looking at benefits of democracy and more negative if looking at rights of women | • Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade  • Sees that events have more than one cause and can explain slightly more complex events than in Key  Stage 1 e.g. larger scale events or to do with actions of groups of people  • Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action.  • Moving from two causes to realising that you need to give several causes to explain some events  • Moves away from simply listing to trying to give a little detail about each cause  • Realises that events usually happen for a combination of reasons, even though there is still some element of listing  • Starts to genuinely explain rather than list  • May dwell on one cause at expense of others but it is real attempt to explain not just describe  • Explains an event using simple form of classification e.g. to do with money or religion  • Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently | Describe / make links between main events, situations and changes within and across different periods/societies | | • Can confidently spot major anachronisms from most periods studied when compared with today  • Can sequence events in simple narrative e.g. Howard Carter’s discovery, Boudicca’s revolt  • Can use words which mark the passing of time e.g. moving from simple *before* and *after* to use words such as *during* or *while* e.g. when describing the process of mummification.  • Realises that Ancient means thousands of years ago.  Can talk about three periods of time e.g. Ancient Egypt, Howard Carter’s time, the present.  • Can talk about the past in terms of periods e.g. Egyptian, Roman, Anglo-Saxon  • Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings  • Can successfully match simple iconic images to each of the periods studied  • Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life | | |
| **Year 5**  Tudor monarchs | • Can consider the worthiness of a source by reference to what is known about the topic. e.g. This  does not fit in with the picture of the subject I know therefore … .e.g. *This portrait of Elizabeth makes her seem far younger than she would have looked age 67. This piece of evidence must be handled*  *carefully. We need to know who produced it and why. Who was the audience?* | • Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind. | •Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen  • Explain an event with reference to abstract ideas such as long and short-term or events building up;  • Starts to express explanation in term of relative importance backed up by reasoned argument e.g. *The*  *main reason was... Also important... Some people think* |  | | • Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre  • Uses more sophisticated time markers within, as well as between periods e.g this was in the last 10 years of Henry’s life | | |
| **Knowledge** **and understanding about characteristic features of historical societies**  Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Tudor times and do not describe Tudor home life as if it was the same for everyone. They know that there are different levels in society.  • Children can make links between different features of a society to make sense of the world lived in by people in the past.  • Children understand that people in the past had a range of different ways of looking at their world and can explain ideas.  • Children can explain beliefs and attitudes in terms of why people might have had those ideas. Show real sense of period in an abstract way.  • Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.  • Children understand that people's experiences varied depending on status e.g. they understand that women’s position in Greek society was very different in Athens and Sparta.  They know about the importance of slave culture to that society. | | | | | | | | |
| **Organisation and Communication**  • Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations  • Answers contain some simple period-specific references  • Writes in simple and accurate, sequenced, sentences when narrating what happened in the past  • Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas  • Begins to sustain an answer, providing some supporting evidence  • Ideas are beginning to have some shape, though not yet structured in paragraphs  • Can use appropriate ways of communicating their understanding  • Answers are structured and provide supporting evidence for statements made  • Able to see two sides of a question and can offer arguments on both sides  • Answers are relevant to the question set  • Widespread use of period specific detail to make the work more convincing and authentic | | | | | | | | |
| **Historical terms** | | | | | | | | |
|  | **Historical enquiry methods and skills** | | **Understanding historical concepts** | | |  | | |
|  | **Using and understanding sources and evidence** | **Understanding that there are different Versions/**  **Interpretations of the past** | **Causes and**  **Consequences** | **Similarity and difference/continuity and change** | | **Chronology** | | |
| **Year 6**  London children WWII  GREEN IS NEW LEARNING | • Children extract simple information from text/pictures/objects showing basic comprehension  • Children make simple deductions about what those text/pictures mean  • Children start combining information from more than one source e.g. CD-Rom, compared with video,oral evidence.  • Children start cross-referencing information to see if other sources agree, rather than taking everything  on face value.  • Children see that some sources are more useful than others and can explain why  • Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as: *We cannot tell for sure. Most evidence suggests.*  • Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these  raiders  • Can consider the worthiness of a source by reference to what is known about the topic. e.g. saying  *This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?*  • Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda  posters during World War Two. Shows awareness of the need to think about why the source was  produced without prompting. E.g. ‘How can we explain why so many children in these evacuation  photographs are smiling when we learn from other sources that it was a miserable experience for many  children?’ | • Children can identify differences between versions of the same event e.g. *the video gives a different view to what we have just read*  • Children give a simple reason why we might have more than one version: e.g. *No-one there recording the event; lost in translation.*  • Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views  • Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Sutton Hoo  • Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. *This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.*  • Children grasp that interpretations might differ depending on the aspect of history that people are looking  at: e.g. Views of Ancient Greece might be more positive if looking at benefits of democracy and more negative if looking at rights of women  • Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind.  • Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events. | • Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade  • Sees that events have more than one cause and can explain slightly more complex events than in Key  Stage 1 e.g. larger scale events or to do with actions of groups of people  • Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action.  • Moving from two causes to realising that you need to give several causes to explain some events  • Moves away from simply listing to trying to give a little detail about each cause  • Realises that events usually happen for a combination of reasons, even though there is still some element of listing  • Starts to genuinely explain rather than list  • May dwell on one cause at expense of others but it is real attempt to explain not just describe  • Explains an event using simple form of classification e.g. to do with money or religion  • Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently  •Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen  • Explain an event with reference to abstract ideas such as long and short-term or events building up;  • Starts to express explanation in term of relative importance backed up by reasoned argument e.g. *The*  *main reason was... Also important... Some people think*  • By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way. | Describe / make links between main events, situations and changes within and across different periods/societies | | • Can confidently spot major anachronisms from most periods studied when compared with today  • Can sequence events in simple narrative e.g. Howard Carter’s discovery, Boudicca’s revolt  • Can use words which mark the passing of time e.g. moving from simple ‘*before* and *after’* to use words such as *during* or *while* e.g. when describing the process of mummification.  • Realises that Ancient means thousands of years ago.  Can talk about three periods of time e.g. Ancient Egypt, Howard Carter’s time, the present.  • Can talk about the past in terms of periods e.g. Egyptian, Roman, Anglo-Saxon  • Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings  • Can successfully match simple iconic images to each of the periods studied  • Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life  • Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre  • Uses more sophisticated time markers within, as well as between periods e.g this was in the last 10 years of Henry’s life  • Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz. | | |
| **Knowledge** **and understanding about characteristic features of historical societies**  Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in different times and do not describe life as if it was the same for everyone. They know that there are different levels in society.  • Children understand that people in the past had a range of different ways of looking at their world and can explain ideas.  • Children can make links between different features of a society to make sense of the world lived in by people in the past.  • Children can explain beliefs and attitudes in terms of why people might have had those ideas. Show real sense of period in an abstract way.  • Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.  • Children understand that people's experiences varied depending on status and prior experience e.g. Children grasp that people's experience of being evacuated in World War Two often depended on their prior experience. | | | | | | | | |
| **Organisation and Communication**  • Answers are structured and provide supporting evidence for statements made  • Able to see two sides of a question and can offer arguments on both sides  • Answers are relevant to the question set  • Widespread use of period specific detail to make the work more convincing and authentic  • When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes.  • Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing.  • Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think | | | | | | | | |
| **Historical terms** | | | | | | | | |