

<p>End of Key Stage Expectations</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>			
<p>Chronological Understanding</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>Using Dates</p>	<p>Begin to use dates and historical terms to describe events.</p>	<p>Use dates and historical terms to describe events.</p>	<p>Use dates and historical terms more accurately in describing events.</p>	<p>Use dates and historical terms accurately in describing events</p>
<p>Timelines</p>	<p>Begin to use a timeline within a specific time in history to set out the order things may have happened.</p>	<p>Use a timeline within a specific time in history to set out the order things may have happened.</p>	<p>Place features of historical events and people from past societies and periods in a chronological framework.</p> <p>Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc</p>	<p>Place features of historical events and people from past societies and periods in a chronological framework.</p> <p>Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc</p>
<p>Recognising change over time</p>	<p>Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain</p>	<p>Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious and cultural).</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>

			<p>Identify periods of rapid change in history and begin to contrast them with times of relatively little change.</p> <p>Begin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line.</p>	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p>
<p>Links to other periods of history</p>	<p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Begin to understand the concept of change over time, representing this, along with evidence, on a time line</p>	<p>Place events, artefacts and historical figures on a timeline using dates</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p>	<p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line.</p> <p>Begin to make connections and contrasts between different time periods studied and talk about trends over time</p>	<p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line.</p> <p>Make connections and contrasts between different time periods studied and talk about trends over time</p>
<p>Chronological Understanding Vocabulary</p>	<p>Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade</p>	<p>Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade</p>	<p>Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade</p>	<p>Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p>

Historical Enquiry	Year 3	Year 4	Year 5	Year 6
Using evidence	Begin to use evidence to ask questions and find answers to questions about the past	Use evidence to ask questions and find answers to questions about the past	Devise historical questions about the period I am studying and seek out and analyse range of evidence in order to justify claims about the past	Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying and seek out and analyse a wide range of evidence in order to justify claims about the past
Source validity and reliability	<p>Begin to suggest suitable sources of evidence for historical enquiry</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</p>	<p>Suggest suitable sources of evidence for historical enquiry</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</p>	<p>Test out a hypothesis in order to answer a question</p> <p>Understand that no single source of evidence gives the full answer to questions about the past</p>	<p>Test out a hypothesis in order to answer a question.</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past</p> <p>Use a wide range of sources of evidence to deduce information about the past</p>
Archaeological influence	Begin to recognise the part that archaeologists have had in helping us	Recognise the part that archaeologists have had in helping us understand more	Appreciate how historical artefacts have helped us understand more about	Appreciate with evidence how historical artefacts have helped us understand

	understand more about what happened in the past	about what happened in the past	British lives in the present and past	more about British lives in the present and past
Research skills	<p>Begin to use research skills in finding out facts about the time period I am studying</p> <p>Begin to research what it was like for specific people e.g. children, during the time period I am studying</p>	<p>Use my research skills in finding out facts about the time period I am studying</p> <p>Research what it was like for men, women and children in a given period from the past and use different forms to present my findings</p>	Use some different sources of evidence to deduce information about the past	Select suitable sources of evidence, giving reasons for choices
Creating arguments	Begin to compare and contrast different forms of evidence in my research	Compare and contrast through different forms of evidence	<p>Select suitable sources of evidence, sometimes giving reasons for choices.</p> <p>Give a reason to support an historical argument</p> <p>Identify propaganda and begin to show my understanding of it.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>Give more than one reason to support an historical argument.</p> <p>Identify and explain my understanding of propaganda.</p> <p>Refine lines of enquiry as appropriate</p>
Knowledge and interpretation	Year 3	Year 4	Year 5	Year 6
Give reasoned ideas	Begin to give reasons why certain events happened as they did in history.	Suggest why certain events happened as they did in history.	Answer historical questions, using information and evidence that I have carefully considered and selected.	Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made.

Provide reasoning for events in the past	Begin to talk about why certain people acted as they did in history	Suggest why certain people acted as they did in history	Understand how our knowledge of the past is constructed from a range of sources	Understand how our knowledge of the past is constructed from a range of sources
Compare and Contrast	Begin to explain how events from the past have helped shape our lives today	Explain how events from the past have helped shape our lives today	Describe with some detail any historical events from the different period/s I am studying/have studied	Describe in detail any historical events from the different period/s I am studying/have studied
Cause and Consequence	Talk about the causes and consequences of some of the main events and changes in history.	Suggest causes and consequences of some of the main events and changes in history.	Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some major events from the rest of the world.	Identify continuity and change in the history of the locality of the school
Continuity and change	Begin to describe changes that have happened in the locality of the school throughout history.	Describe changes that have happened in the locality of the school throughout history	Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same	Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same
British Empire	Begin to appreciate why Britain would have been an important country to have invaded and conquered	Begin to appreciate why Britain would have been an important country to have invaded and conquered	Begin to appreciate that how we make decisions as a country has been through a Parliament for some time	Begin to appreciate that how we make decisions as a country has been through a Parliament for some time
Beliefs in history	Begin to describe the social, cultural or religious diversity of past societies	Describe the social, ethnic, cultural or religious diversity of past societies.	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.

	<p>Begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Explain how some aspects of history/historical events have had an impact elsewhere in the world</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>
<p>World History</p>	<p>Begin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ</p>	<p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ</p>	<p>Appreciate that significant events in history have helped shape the country we have today</p> <p>Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.</p>	<p>Appreciate that significant events in history have helped shape the country we have today.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world</p>