



|                                       | End of KS1  | End of Lower KS2  | End of Upper KS2   |
|---------------------------------------|---|---|--|
| To investigate and interpret the past | <ul style="list-style-type: none"> <li>Use information to describe the past.</li> <li>Recall simple facts.</li> <li>Recall and use common words related to the passing of time.</li> <li>Realise that not all sources of information answer the same questions.</li> <li>Realise that we can find out about a person's life by using a range of sources.</li> <li>Understand that people can disagree about what happened in the past without being wrong.</li> </ul> | <ul style="list-style-type: none"> <li>Understand that people create different versions of the past for different audiences and therefore might get different emphasis.</li> <li>Understand that it is not always possible to know exactly what happened and that people need to use their own imagination to reconstruct some events e.g. <i>the sinking of the Titanic</i>.</li> <li>Understand some of the key characteristics of the period being studied and can spot anachronisms e.g. <i>they wouldn't have had those things in those days, such as tractors in Ancient Egypt</i>.</li> <li>Describe ways of life at different levels of a society being studied.</li> <li>Realise that I need to give several causes to explain some events and give a little detail about each cause.</li> </ul> | <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events in history.</li> </ul>                        |
| To build an overview of world history | <ul style="list-style-type: none"> <li>Understand that not everyone in the past had the same experience.</li> <li>Recount the main events from a significant event in the past.</li> <li>Describe the lives of some significant individuals in the past e.g. <i>Brunel, Mary Anning</i>.</li> <li>Describe significant events, people and places in my own locality.</li> </ul>   | <ul style="list-style-type: none"> <li>Understand that people's experiences varied depending on status e.g. <i>they understand the women's position in Greek society was very different to Athens and Sparta</i>.</li> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>   | <ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past societies.</li> <li>Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> |
| To understand chronology              | <ul style="list-style-type: none"> <li>Tell you about a time before I was born.</li> <li>Realise that we use dates to describe events in time e.g. <i>1666, The Great Fire of London</i>.</li> <li>Understand that the past is divided into different time periods.</li> <li>Have a secure understanding about the main similarities and differences between today and the periods being studied.</li> </ul>  | <ul style="list-style-type: none"> <li>Appreciate ideas of duration and interval e.g. <i>how long the Greek legacy has lasted</i>.</li> <li>Use key dates as important markers of events.</li> <li>Understand that a timeline can be split into BCE and CE.</li> <li>Realise that ancient means years ago.</li> <li>Name the date of any significant event they have studied and place in the right place on a timeline.</li> </ul>   | <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a timeline using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>  |
| To communicate about the past         | <ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Begin to show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>   | <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>   | <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy</li> <li>empire</li> </ul> </li> <li>Use literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> </ul>                  |