

History

Historical Knowledge	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Constructing the Past	<p>The child can briefly describe features of particular themes, events and people from family, local, national and global history.</p> <p>EXCEEDING: The child can explain a range of features covering family, local, national and global history and draw a range of conclusions.</p> <p>Year 2: Bonfire Night (Autumn 2)</p>	<p>The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.</p> <p>EXCEEDING: The child can describe the main context of particular themes, societies, people and events including some explanation.</p> <p>Year 4: The Ancient Egyptians (Autumn 2)</p>	<p>The child can provide overviews of the most significant features of different themes, individuals, societies and events covered</p> <p>EXCEEDING: The child can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, e.g. explain different dimensions and characteristics</p> <p>Year 6: The Ancient Mayans (Autumn 2)</p>
Sequencing the Past	<p>The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people.</p> <p>EXCEEDING: The child can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised.</p> <p>Year 2: Holidays (Spring 2)</p> <p>The child can understand securely and use a wider range of time terms.</p> <p>EXCEEDING: The child can use more complex time terms, such as 'BCE'/'AD' and period labels and terms</p> <p>Year 1: My Family History (Autumn 2)</p>	<p>The child can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.</p> <p>EXCEEDING: The child can sequence accurately the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms.</p> <p>Year 3: The Bronze and Iron Age (Spring 1)</p>	<p>The child can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.</p> <p>EXCEEDING: The child can explain independently the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately.</p> <p>Year 6: The Ancient Greeks (Spring 2)</p>

Historical Enquiry	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Planning and Carrying out an Enquiry	<p>The child can plan questions and produce answers to a few historical enquiries using historical terminology.</p> <p>EXCEEDING: The child can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently.</p> <p>Year 1: Great Explorers (Spring 2)</p>	<p>The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses</p> <p>EXCEEDING: The child can devise independently significant historical enquiries to produce substantiated and focused responses.</p> <p>Year 3: Local History (Summer 1)</p>	<p>The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.</p> <p>EXCEEDING: The child can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses.</p> <p>Year 5: Anglo Saxons (Autumn 1)</p>
Using sources as evidence	<p>The child can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions.</p> <p>EXCEEDING: The child can critically evaluate the usefulness of sources and parts of sources to answer historical questions.</p> <p>Year 2: Our Local Heroes (Summer 2)</p>	<p>The child can recognise possible uses of a range of sources for answering historical enquiries.</p> <p>EXCEEDING: The child can comment on the usefulness and reliability of a range of sources for particular enquiries.</p> <p>Year 4: Crime and Punishment (Summer 2)</p>	<p>The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.</p> <p>EXCEEDING: The child can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled</p> <p>Year 6: WW2 (summer 2)</p>
Early Years Foundation Stage	<p>Nursery :Ordering and sequencing familiar events Shows an interest in lives of people who are familiar to them</p> <p>End of Reception: Children talk about past and present events in their own lives and in the lives of family members. Similarities and differences.</p>		

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Historical Concepts	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Change and Development	<p>The child can identify independently a range of similarities, differences and changes within a specific time period. EXCEEDING: both within and across time periods and topics</p> <p>Year 1: First Flight (Summer 2)</p>	<p>The child can make valid statements about the main similarities, differences and changes occurring within topics EXCEEDING: The child can explain why certain changes and developments were of particular significance within topics and across time periods</p> <p>Year 3: The Stone Age (Autumn 1)</p>	<p>The child can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. EXCEEDING: The child can compare independently how typical similarities, differences and changes were.</p> <p>Year 5: Journeys (Summer 1)</p>
Cause and Effect	<p>The child can identify a few relevant causes and effects for some of the main events covered. EXCEEDING: The child can comment on a few valid causes and effects relating to many of the events covered</p> <p>Year 2: Bonfire Night (Autumn 2)</p>	<p>The child can comment on the importance of causes and effects for some of the key events and developments within topics. EXCEEDING: The child can explain with confidence the significance of particular causes and effects for many of the key events and developments.</p> <p>Year 3: Local History (Summer 1)</p>	<p>The child can explain the role and significance of different causes and effects of a range of events and developments. EXCEEDING: The child can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects.</p> <p>Year 5: Vikings (Spring 1)</p>
Significance and Interpretations	<p>The child can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. EXCEEDING: The child can provide some valid reasons for selecting an event, development or person as significant</p> <p>Year 1: Great Explorers (Spring 2)</p>	<p>The child can explain why some aspects of historical accounts, themes or periods are significant. EXCEEDING: The child can explain independently why a historical topic, event or person was distinctive or significant.</p> <p>The child can comment on a range of possible reasons for differences in a number of accounts EXCEEDING: The child can explain historical situations, events, developments and individuals from more than one viewpoint.</p> <p>Year 4: The Romans (Spring 2)</p>	<p>The child can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. EXCEEDING: The child can compare the significance of events, development and people across topics and time periods.</p> <p>The child can explain how and why it is possible to have different interpretations of the same event or person EXCEEDING: The child can understand and explain the nature and reasons for different interpretations in a range of topics.</p> <p>Year 6: The Ancient Greeks (Spring 2)</p>