



	<b>Chronological understanding</b>	<b>Range and depth of historical knowledge</b>	<b>Interpretations of history</b>	<b>Historical enquiry</b>	<b>Organisation and communication</b>
Year 1	<p>I can put events in my life in order.</p> <p>I can put 3 or 4 artefacts from very different periods of time in order.</p> <p>I can match objects to people of different ages.</p> <p>I can use topic words and phrases like, then and now and a long time ago.</p>	<p>I can recognise the difference between past and present in my own and other's lives.</p> <p>I know and can recount episodes from stories about the past.</p>	<p>I can use stories to help me to tell the difference between fact and fiction.</p> <p>I can compare adults talking about the past – how reliable are their memories?</p>	<p>I can find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p>I can talk about what I have learnt about my topic.</p>
Year 2	<p>I can put artefacts and pictures into time order.</p> <p>I can sequence different things, such as photographs, from my life.</p> <p>I can describe memories of important events in my life.</p> <p>I can use words and phrases like before, after, past, present,</p> <p>I can put different objects and pictures onto a timeline.</p>	<p>I can understand why people did things, why events happened and what happened because of these things.</p> <p>I can understand differences between ways of life at different times.</p> <p>I can understand what was different in the past.</p>	<p>I can compare 2 things that happened in the past.</p> <p>I can compare pictures or photographs of people or events in the past such as Grandparents.</p> <p>I can discuss how much we can trust evidence.</p>	<p>I can use a source to answer and ask questions</p>	<p>I can talk about what I know and use role play to show this.</p>

<p>Year 3</p>	<p>I can place the time studied on a time line.</p> <p>I can understand important periods in history in the order in which they happened.</p> <p>I can use dates and times related to my topic and passing of time, counting on an back in centuries (100 years)</p> <p>I can put several events or artefacts into the correct order</p>	<p>I can find out about everyday lives of people in our topic.</p> <p>I can compare my life today with people who were alive at the time of our topic</p> <p>I can understand why people did things they did.</p>	<p>I can find and explain reasons for different ways in which the past is represented</p> <p>I can tell the difference between different sources and compare two different versions of the same story.</p> <p>I can look at different representations of the period in museums, cartoons etc.</p>	<p>I can use different sources to find out about my topic and learn about what a source is.</p> <p>I can look at small details like artefacts or pictures.</p> <p>I can find and record information related to my topic.</p> <p>I can find out more using the internet and library.</p>	<p>I can show what I know in lots of different ways like drama, role play, discussion, making models, writing and computing</p> <p>I can use topic vocabulary</p>
<p>Year 4</p>	<p>I can place events on a timeline from a period I have studied, using centuries.</p> <p>I can use important topic vocabulary and begin to date events and place them on a timeline.</p> <p>I can understand more complex vocabulary.</p>	<p>I can use evidence to reconstruct life in the time of my topic.</p> <p>I can identify key features and events of time studied.</p> <p>I can look for links, effects and reasons in my topic.</p> <p>I can explain some events.</p>	<p>I can look at the evidence available.</p> <p>I can start to understand how useful different sources are.</p> <p>I can use books and my historical knowledge.</p>	<p>I can use evidence to build up a picture of a past event and continue to learn about primary and secondary sources.</p> <p>I can choose relevant material to present a picture of one aspect of life in the past.</p> <p>I can ask a variety of questions.</p> <p>I can use the library and internet for research.</p>	<p>I can recall, select and organise historical information.</p> <p>I can communicate my knowledge and understanding.</p>
<p>Year 5</p>	<p>I can remember and put in order important events in my topic.</p> <p>I can use important vocabulary and period labels.</p> <p>I can compare different times in the past.</p>	<p>I can study different aspects of different people such as the differences between men and women.</p> <p>I can look at causes and results of great events and the impact on people</p> <p>I can compare life in early and late 'times' in my topics.</p> <p>I can compare an aspect of life</p>	<p>I can compare accounts of events from different sources – fact or fiction.</p> <p>I can offer some reasons for different versions of events.</p>	<p>I can begin to identify primary and secondary sources.</p> <p>I can use evidence to build up a picture of a past event.</p> <p>I can choose the most important and relevant sections of information.</p>	<p>I can recall, select and organise information about my topic.</p> <p>I can communicate what I have learnt about my topic in different ways.</p>

		with the same aspect at another time.		I can use the library and internet for research.	
Year 6	<p>I can place dates from my current topic on a time line in relation to other topics I have studied.</p> <p>I can identify and use relevant dates and terms.</p> <p>I can sequence up to ten events on a timeline.</p> <p>I can remember and put in order important events in my topic.</p> <p>I can use important vocabulary and period labels.</p>	<p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>I can compare beliefs and behaviour with another time studied</p> <p>I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation.</p> <p>I know key dates, characters and events of the topic time period.</p>	<p>I can link sources and work out how conclusions were arrived at.</p> <p>I can consider ways of checking the accuracy of findings –fact or fiction and opinion.</p> <p>I am aware that different evidence will lead to different conclusions.</p> <p>I can confidently use the library and internet for research.</p>	<p>I can use a range of primary and secondary sources to find out about an aspect of time past.</p> <p>I can suggest omissions and the means of finding out about them.</p> <p>I can bring knowledge gathered from several sources together in a fluent account.</p>	<p>I can select and organise information to produce structured work, making appropriate use of dates and terms</p>