

	KS1	LKS2		UKS2	
Historical Interpretations	KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: <ul style="list-style-type: none">a start to compare two versions of a past event;b observe and use pictures, photographs and artefacts to find out about the past;c start to use stories or accounts to distinguish between fact and fiction;d explain that there are different types of evidence and sources that can be used to help represent the past.	KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can: <ul style="list-style-type: none">a look at more than two versions of the same event or story in history and identify differences;b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.		KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can: <ul style="list-style-type: none">a find and analyse a wide range of evidence about the past;b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;c consider different ways of checking the accuracy of interpretations of the past;d start to understand the difference between primary and secondary evidence and the impact of this on reliability;e show an awareness of the concept of propaganda;f know that people in the past represent events or ideas in a way that may be to persuade others;g begin to evaluate the usefulness of different sources.	
		Year 3	Year 4	Year 5	Year 6

		<p>Children show knowledge and understanding of some of the main events, people and changes studied.</p>	<p>Children to show some understanding that aspects of the past have been represented and interpreted in different ways.</p>	<p>Children show some understanding that aspects of the past have been represented and interpreted in different ways.</p> <p>Children can find a wide range of evidence about the past.</p> <p>Children should begin to evaluate the usefulness of different sources.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p>	<p>Children know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p> <p>Children find and analyse a wide range of evidence about the past.</p> <p>Children describe and begin to analyse why there are different historical interpretations of events, people and changes, using evidence to support such analysis.</p> <p>Children should show an awareness of the concept of propaganda.</p> <p>start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p>
--	--	--	--	--	--

Historical Investigation	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. 		<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer. 	
		Year 3	Year 4	Year 5	Year 6

		<p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Use books and the Internet for own personal research.</p> <p>Ask and answer simple questions</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask and answer a variety of questions.</p> <p>Use books and the internet for own personal research.</p> <p>Answer and begin to devise own Historically valid questions.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use books and internet for research with increasing confidence.</p> <p>Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</p>
--	--	---	--	--	--

Chronological Understanding	<p>KS1 History National Curriculum</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>KS2 History National Curriculum</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>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 		<p>KS2 History National Curriculum</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>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. 	
		Year 3	Year 4	Year 5	Year 6

		<p>Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time.</p> <p>Use terms related to the period and begin to date events.</p> <p>Sequence several events.</p> <p>Place the time studied on a timeline.</p>	<p>Pupils show their increasing understanding of chronology by recognising that the past can be divided into different periods of time.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p> <p>Place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>Understand more complex Historical terms e.g. BC/AD/CENTURY</p> <p>Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</p>	<p>Understand the main changes to an aspect in a period in history.</p> <p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</p> <p>Pupils use factual knowledge and understanding of the history of Britain and the wider world to identify changes within and across different periods.</p>	<p>Children can understand and describe in some detail the main changes to an aspect in a period of history.</p> <p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</p> <p>Gain greater Historical perspective by placing their growing knowledge into different contexts.</p> <p>Use and relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.</p> <p>Make comparisons between different times in the past.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and World</p>
--	--	---	--	--	---

					History, establishing clear narratives within and across the periods studied.
Knowledge and Understanding of Events, People and Changes in the Past	KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past. 	KS2 History National Curriculum Children should note connections, contrasts and trends over time. Children can: <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied. 		KS2 History National Curriculum Pupils should note connections, contrasts and trends over time. Children can: <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. 	
		Year 3	Year 4	Year 5	Year 6

		<p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p>	<p>Use evidence to reconstruct life in the time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in the time studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Study different aspects of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in 'early' and 'late' times studies.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>
Presenting, Organising and Communicating	<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none">a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;b talk, write and draw about things from the past;c use historical vocabulary to retell simple stories about the past;d use drama/role play to communicate their knowledge about the past.	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none">a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;c start to present ideas based on their own research about a studied period.	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none">a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;c plan and present a self-directed project or research about the studied period.		

		Year 3	Year 4	Year 5	Year 6
		<p>Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</p> <p>Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information.</p> <p>Use Historically accurate terms to talk about the passing of time.</p>	<p>Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</p> <p>Construct own responses beginning to select and organise relevant Historical information.</p> <p>Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY.</p>	<p>Recall, select and organise historical information.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</p> <p>Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.</p> <p>Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY.</p>	<p>Recall, select and organise information.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</p> <p>Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY.</p>