



History Expectations

Year 1

Chronological Understanding

- Place homes in chronological order and explain why.
- Use words and phrases such as: now, a long time ago, before I was born, when my parents/grandparents were young.
- sort toys into chronological order and use relevant time language to give reasons and describe this.

Historical Enquiry

- Ask and answer questions about old and new homes.
- Look closely at household objects and pictures from the past and ask, 'what were they used for?' and try to answer.
- Listen to stories to help me find out about the past.
- Look at toys from the past and ask relevant questions for example, 'what were they used for?'

Historical Interpretation

- Identify different ways to represent the past (photos, stories, adults talking).
- Use a range of historical sources to answer questions- (pictures, people, museums).

Year 2

Chronological Understanding

- Order the events of the Great Fire of London.
- Place the Great Fire of London on a timeline.
- Use appropriate language associated with the passing of time.
- Sequence photos from different periods.

Historical Enquiry

- Identify different ways in which the past is represented (e.g. diaries, paintings) and ask questions about these.
- Talk about the effectiveness of sources and how reliable they are.
- Suggest different ways to find out about holidays in the past.

Historical Interpretation

- Find out about the Great Fire of London using different sources (e.g. paintings, stories, eye witness accounts, artefacts, visits).
- Collect information about the past by asking questions of people who were alive before me and from objects and pictures.

Year 3
<p><i>Chronological Understanding</i></p> <ul style="list-style-type: none"> • Sequence the events of WWII. • Place WWII on a timeline of other events I have studied (great fire of London, Victorians...). • Remember some key dates. • Recognise that the past can be divided into periods, eg ancient, modern, BC, AD.
<p><i>Historical Enquiry</i></p> <ul style="list-style-type: none"> • Use a range of sources to find out about the period I am studying. • Use different sources to ask and answer questions. • Understand that archaeologists have helped us find out more about the past.
<p><i>Historical Interpretation</i></p> <ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented. • Look at a range of different sources and evaluate their usefulness.

Year 4
<p><i>Chronological Understanding</i></p> <ul style="list-style-type: none"> • Use a timeline to place Ancient Greeks and understand that this happened BC and AD. • Use words and phrases to describe the passage of time, including BC, AD, ancient, modern. • Describe the main changes in a period in history. (Using words such as ‘social’, ‘religious’, ‘political’, ‘technological’ and ‘cultural’.)
<p><i>Historical Enquiry</i></p> <ul style="list-style-type: none"> • Find out about the Celts and Romans using different sources (e.g. artefacts, photos, artist impressions). • Use evidence to build up a picture of a past event. • Select and combine information from a range of sources (e.g. archive materials, the Internet, pictures, artefacts, visits to museums) to answer specific questions. • Use evidence to build up a picture of a past event.
<p><i>Historical Interpretation</i></p> <ul style="list-style-type: none"> • Look at two versions of the same event in history and identify differences in the accounts • Give reasons why there may be different accounts of history.

Year 5
<p><i>Chronological Understanding</i></p> <ul style="list-style-type: none"> • Use a time line to place The Ancient Maya and The Vikings and Saxons and the previous periods learned about. • Use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. • Make comparisons between different times in history.
<p><i>Historical Enquiry</i></p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources. • Use a range of different evidence to build up a picture of life in the periods studied. • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Understand the role of archaeologists in finding out about the past.
<p><i>Historical Interpretation</i></p> <ul style="list-style-type: none"> • Look at two versions of the same event in history and identify differences in the accounts. • Give reasons why there may be different accounts of history.

Year 6
<p><i>Chronological Understanding</i></p> <ul style="list-style-type: none"> • Describe the main changes in a period in history. (Using words such as ‘Social’, ‘religious’, ‘political’, ‘technological’ and ‘cultural’.) • Place the Tudor period on a timeline of British history and place it with other periods I studied. • Recall dates from key periods and events. • Identify connections, contrasts and trends over time.
<p><i>Historical Enquiry</i></p> <ul style="list-style-type: none"> • Recognise primary and secondary sources. • Use a range of sources to find out about the past. • Suggest how to find out about the past and bring several sources together in one account. • I can use a range of sources to find out about the past.
<p><i>Historical Interpretation</i></p> <ul style="list-style-type: none"> • Link sources to make inferences and deductions. • Consider ways of checking the accuracy of interpretations-fact or fiction and opinion. • Know that different evidence will lead to different conclusions.