



History

KS1 Objectives	Chronology	Characteristic features of periods	Cause and consequence	Interpretation	Historical enquiry	Organisation and Communication
Year 1:	Sequences images of themselves as baby, toddler and infant. Uses simple timelines to sequence processes, events and objects within their own experience.	Can describe how features of life today differ from those of different times.	Can explain why one character in a simple story took the action he or she did. Can give simple consequences of somebody's actions.	Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories. Begin to understand that we have different views of familiar events.	Can find an answer to a question by looking at a simple picture. Can describe the main features of an artefact.	Will write simple captions – some will write elementary sentences to describe. Can orally retell the main episodes of famous past events.
Year 2:	Can sequence parts of more complex story where action takes place over a long period of time. Realises that we use dates to describe events in time.	Can offer reasons why simple changes occur. Can also see that not everyone in the past had the same experience	Can give clear explanation of an important event, offering two or three reasons why an event took place. Children to give a range of consequences for an event/action.	Can see that there are different versions of real historical situation and can spot differences between versions. Understand that people can disagree about what happened in the past without one of them being wrong. Understands that it is not always possible to know for sure what happened.	Can make deductions about artefacts, spotting clues to function and use and can talk about. Can find answers to questions about objects by looking in books. Can ask simple, but relevant, questions of the teacher in role.	Can write simple sentences describing an event. Label and annotate a picture, showing awareness of significant features not seen today. Make increasing use of period specific vocabulary.

KS2 Objectives	Chronology	Characteristic features of periods and societies (ideas, beliefs, attitudes and experiences of men, women and children KS2)	Identify and describe reasons for and results of historical events, situations and changes in the period studied	How the past is represented and interpreted in different ways	Historical Enquiry	Organisation and communication
Year 3:	Can confidently spot major features from most periods studied when compared with today. Can sequence events in simple narrative.	Children understand some of the key characteristics of the period being studied and can spot features. They are secure in understanding the main differences between today and the period being studied.	Analysing actions of people in historical settings; focusing only on what one person wanted.	Children can identify differences between versions of the same event. Children give a simple reason why we might have more than one version.	Children extract simple information from text/pictures/objects showing basic comprehension. Children make simple deductions about what text means based on what is included.	Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations. Answers contain some simple period-specific references.
Year 4:	Can talk about three periods of time. Can talk about the past in terms of periods.	Children show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies.	Sees that events have more than one cause. Realises that events usually happen for a combination of reasons. Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe.	Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. Children realise that history is continuously being rewritten; if we find more we have to rewrite the past.	Children start combining information from more than one source. Children start cross-referencing information to see if other sources agree, rather than taking everything on face value.	Writes in simple and accurate, sequenced, sentences when narrating what happened in the past. Begins to sustain an answer, providing some supporting evidence.

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Year 5:	Can use some key dates as important markers of events. Can appreciate ideas of duration and interval.	Children understand that people in the past had a range of different ways of looking at their world and can explain ideas. Children understand that people's experiences varied depending on status.	Explains an event using simple form of classification. Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen.	Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis. Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge.	Children see that some sources are more useful than others and can explain why. Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Children start to think of reasons why a source might be unreliable.	Answers are structured and provide supporting evidence for statements made. Able to see two sides of a question and can offer arguments on both sides. Answers are relevant to the question set.

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Year 6:	Can use dates and specific terms confidently to establish period detail. Can make links between three periods in history, comparing, spotting similarities differences.	Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.	Starts to express explanation in term of relative importance backed up by reasoned argument. By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.	Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event. Children grasp that interpretations might differ depending on the aspect that people are looking at.	Offers substantiated reasons why some sources might be treated cautiously. Shows awareness of the need to think about why the source was produced without prompting.	Widespread use of period specific detail to make the work more convincing and authentic. When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes. Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing.