

History	1	2	3	4	5	6
Theme	<p><b>Samuel Pepys and Great Fire of London. Christopher Columbus. Walter Morrison, Guy Fawkes and the Gunpowder Plot. Jethro tull, Grace Darling, Neil Armstrong and the moon landings, Florence nightingale. Stone Age Homes.</b></p>	<p><b>Stone Age to Iron Age, Monarchs, Locality Study, The Titanic, Ancient Greece, Britain at War, Roman Britain, Early civilisations (Ancient Egypt) The First Railways.</b></p>			<p><b>The Anglo Saxons, The Mayan civilisation, The Abbeys, The Vikings, Victorian Britain, Explorers</b></p>	
Chronology, knowledge and understanding of history	I can describe some features, events, people and themes from the past.	When I talk or write about features, events, people and themes from the past, I can include some details.	When I talk or write about the past, I include detail  I include ideas which show some understanding of what things were like before and after this at local, national and world levels.	When I talk or write about the past, I include detail  I show that I can make some connections with features of other periods I have studied.	When I talk and write about the past, I include good detail;  I put my ideas in context (chronological and scale).	When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.
	I can sequence a few events, objects or pieces of information on a timeline.	I can place events, objects, themes and people from my history topic on a timeline.	I can place a number of events, objects, themes and people from topics I have studied on a timeline.	I can place historical periods I have studied as well as information about my topic on a timeline.	I can use a timeline to sequence local, national and international events as well as historical periods.	
	I can use a wider range of "time" terms including: recently, before, after, now, later.  I can use past and present when describing events	I can use some "historical period" terms.  I can also use; century, decade, BC (BCE) and AD (CE).	I can use some dates and historical period terms.	I use dates and historical period terms accurately.	I can use historical periods as reference points.	
Continuity and change (during and between periods)	I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.	I can point out some similarities and differences between aspects of life at different times in the past.	I can describe some changes in the historical period I am studying.	I can describe changes within and between periods and societies I have learned about.	I can describe and make some links between events, situations and changes within and between different periods and societies.	I can describe links between events, situations and changes within and between different periods and societies over long arcs of time.

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<b>Diversity (within a period)</b>	I can point out some similarities and some differences between the ways of life of different people living at the time I am learning about.	I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying.	I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.	I can describe similarities and differences in society, culture and religion in Britain at local and national levels.	I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.	I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past Societies.
<b>Cause and consequence</b>	I can make some comments about why people did things, why events happened and what happened as a result of these.	I can pick out some reasons for and results of people's actions and events.	I can suggest reasons for and results of people's actions and events.	I can give some reasons for and results of historical events, situations and changes.	I can explain my suggestions when giving reasons for and results of historical events, situations and changes.	I can analyse and explain reasons for and results of historical events, situations and changes.
<b>Significance</b>		I can point out which people were historically important.	I can suggest which people were historically important.	I can suggest which people and causes and consequences of change are more important	I can explain which causes and consequences are the most significant.	I can explain the significance of different causes and consequences.
<b>Using &amp; understanding sources of evidence</b>	I can use information from more than one source in and for my answers.	I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences.	I can comment on the usefulness and accuracy of different sources of evidence.	I can suggest some reasons why there are different accounts and interpretations of the past.	I take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.	I can discuss why different sources of information are more accurate than other sources.
<b>Understanding historical interpretation</b>	I can talk about some of the different ways that the past is recorded or represented.  I can name some of the different ways which tell us about the past.	I can say which sources (from a selection) are likely to be the most useful for a task.	I can identify primary and secondary sources of evidence.	I compare sources of evidence to help me identify reliable information.	I can explain my evaluation of particular pieces of information and particular sources.	I can discuss how and why different arguments and interpretations of the past have been constructed
<b>Communicating ideas in history</b>	I can make labelled drawings, tables, write sentences, speak, use drama and use ICT to show my ideas.	I can present my findings about the past using my speaking, writing, maths (data handling), ICT, drama and drawing skills.	In my written work, I try to: organise my answers well; state my conclusions; give reasons for my ideas; use some dates and historical terms.	My written answers are well rounded and organised with clear conclusions and supported by evidence (from many sources) and reasons. I make good use of dates and historical terms.	I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.	As Y3,4 and 5 combined.