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| **History** |
| **How do we make a difference?** |
| ***How does our knowledge of the past support our understanding of the present and shape the future?*** |

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| **Term 1**  ***How have people/events of the past shaped the UK? What can we learn from them?***  **Legacy**  Vocabulary: | ***How much have I changed since I was born?***   * Members of their immediate family. * Name and describe familiar people in their life today. * Comment on images of familiar situations in past. * Compare and contrast characters from stories including figures from the past.   Past, Present, Remember | **What did Mary Seacole and Florence Nightingale have in common?**  The lives of significant individuals and their contribution:  - Florence   Nightingale   * Mary Seacole   Timeline, Century, War | ***Why did William the Conqueror build Lincoln Castle?***  Significant historical events, people and places in our own locality:   * Lincoln Castle     Invasion, conquest, power, uprising | ***How has Britain changed since the Stone Age?***  Changes in Britain from the Stone Age to the Iron Age:  - Flag Fen  Settler, ancestor, ancient, survival | ***How did the Anglo-Saxon period shape many parts of Britain as we know it today?***  Britain’s settlement by Anglo-Saxons and Scots  Empire, kingdom, shire, resistance | ***Why was the Battle of Hastings such an important conquest in British History?***    The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward  the Confessor  Monarchy, overthrow, victory, transform/change | ***What impact did World War 1 have on our local community?***  A study of an aspect or theme in British history that extends pupils’ chronological  knowledge beyond 1066   * A local history study:   - WW1  - St Mary and St Nicolas Church  - Ayscoughfee  Empathy, propaganda, community, sacrifice |
| **Why this?**  **Why now?** | In FS2, it is important to learn about our experiences in life and our personal history. So, we can develop an understanding of past and present through play and story. | In Y1, we are moving onto significant people and their experiences through history. Understanding that people who have lived through history can have very different experiences. | In Y2, we look at an important event in history and the impact of the event. Also, how it links to our local history. Did we have a castle in Spalding? | In Y3, we are looking more at chronological events that have shaped our lives as we know them and why. | In Y4, we are exploring and investigating how foreign cultures have influenced Britain and changed us to this day (and still do within our local community). | In Y5, we consider how life today has been influenced and is different because of this event. Furthermore, how Britian has evolved over the centuries | In Y6, we understand the social and emotional implications of war in the past and linked to present. |
| **Term 2** |  |  |  |  |  |  |  |
| **Term 3**  ***How can we build on the achievements of others/ ancient civilisations?***  ***Civilisation***    Vocabulary: | ***What was*** ***life like for my grandparents?***  **Understanding the world People and communities:**  Children talk about past and present events in their own lives and in the lives of family members.   * Talk about members of their community. * Name and describe familiar people in their community. * Comment on images of familiar situations in the past and our experience in school.   Compare and contrast characters from stories including figures from the past.  Past, present, remember, achieve | ***How do we know what life was like in London in 1666?***  Significant events beyond living memory:   * London and how it has developed. * The Great Fire of London   City, settlement, river | ***How do we know what life was like in Spalding in the past?***  Significant historical events, people and places in our own locality:   * A local study, e.g. trade, our High Street etc.   Market town, trade, High Street | ***What have the Romans done for us?***  The Roman Empire and its impact on Britain  Culture, Empire, citizen | ***How much did Ancient Suma, Shang, China and the Indus Valley Civilisation have in Common?***  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared  Civilisation, dynasty, urban dwelling, agriculture | ***How free were the people of Ancient Athens and Sparta?***  Ancient Greece – a study of Greek life and achievements and their influence on the western world  Democracy, dictatorship. city-state, rivals | ***How civilised were Viking Yorvik and Baghdad in AD 900?***  A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900  Golden Age, Dark Ages, archaeological evidence |
| **Why this?**  **Why now?** | Building on their life experiences they will be able to build on experiences of members of their family and other families. Cultural links can be made in our local community through questions, role play and stories. | Y1 will develop their knowledge of place in Geography from Term 1 to focus on life in London during 1666 – a city. Exploring maps and pictures to plot in chronological order. They will then look at Stuart London and its characteristics and be introduced to the word ‘city’ for the first time. | Y2 Will explore life in Spalding in the past. How was it different to life today? What significant changes were there?  Building onto a place that has been built around a river. How has the town changed over the years and how was trade an important feature of our town? | In studying the legacy and significance of Roman civilisation, children will learn about its different features. Thinking about the rights of Roman citizens and how the way of life was influenced by others. E.g. Greek ideas. | In Y4, the children will be able to build on prior knowledge from KS1 and 17th Century London. They will be able to compare common features of early civilisations linking to city living. | As part of their study of life in both locations, children will be contrasting the forms of government of the Ancient Greek rival city-states. They will build on prior knowledge of earlier civilisations and build on their knowledge of living in cities from Y1, 3 and 4. They will reflect on the root of civilisation as a term from living in a city or city-state. | In Y6, children will be building on their knowledge of city-living to make informed judgements of civilisation. Building on Stuart London, the Indus Valley and Athens and Sparta. In studying the archaeological evidence of life in Viking York (Yorvik), the children will make judgements about the degree of civilisation compared to wealth, sophistication and learning of Abbasid Baghdad at the height if its power. |
| **Term 4** |  |  |  |  |  |  |  |
| **Term 5**  ***Cause and Consequence***  *Vocabulary* | ***What can we do now, that we couldn’t do in September and how did we get here?***    **Understanding the world**  **People and communities:** children talk about past and present events in their own lives and in the lives of family members.     * Talk about members of their community. * Name and describe familiar people in their community. * Comment on images of familiar situations in the past and our experience in school.   Compare and contrast characters from stories including figures from the past.  *Past, present, evidence* | ***Why did the wheel change how people travelled?***  Events beyond living memory that are significant nationally or globally  *Transport, invention, ancient* | ***Why did people from the Caribbean come to Britain on the Empire Windrush in 1948?***  Events beyond living memory that are significant nationally or globally  *Empire, event, post-war* | ***Why was Stonehenge built?***  Changes in Britain from the Stone Age to the Iron Age:  - Stonehenge  *Monument, ritual, purpose* | ***Were Viking people pushed or pulled from Scandinavia?***  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  *Factors, Plunder, exploration* | ***Why did Ancient Egyptian civilisation last for 3000 years?***  The achievements of the earliest civilizations:   * Ancient Egypt   *Foreign dynasty, political hierarchy, inundation* | ***Why did Greek culture spread so far?***  A study of Greek life and achievements and their influence on the  - Western World  *Colonised,**Western Civilisations, scholars* |
| **Why this?**  **Why now?** | FS2 will look back on historical events within their memory and changes they can evidence. They will then build to talk about the past, present and start to think about the future. Stories will be the basis of learning about the past. | As part of a study of the history of transport, Y1 will learn about how the invention of the wheel in around 3000 B.C made it possible for people in ancient times to transport goods, people and animals faster and more easily. | Building on cause and consequence, Y2 will learn how, after the Second World War, Britain suffered a labour shortage, and people from its Caribbean colonies were invited to fill vacant jobs, despite facing racist discrimination. Building from their Y1 work on significant people. Thinking about people who come to work also in our locality. | Y3 will build on their study in Term 1 looking how Britain changed since the Stone Age to focus more deeply and debate the original purposes or purpose of Stonehenge. It was probably built for religious rituals, but archaeological evidence is incomplete. Children will develop their oracy skills. | Y4 will look at views of Historians that suggest that Vikings were pushed from Scandinavia by certain factors, e.g. overpopulation but were also attracted away from its other lands (pulled) by factors such as the desire for plunder. They will compare different examples of Viking exploration and consequence to identify push or pull factors in each case. | Y5 build on their study of civilisations of the Greeks to explore a range of sources which evidence the preserving of Egyptian Culture. | Y6 will build on Y5’s study of Ancient Athens and Sparta to explore why Greek culture spread so far. Looking at the causes and consequences. How does this link in with their study of Viking Yorvik and Baghdad 900AD? |

**National curriculum in England**

**Purpose of study**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**Aims**

The national curriculum for history aims to ensure that all pupils:

* know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
* know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
* gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
* understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
* understand the methods of historical enquiry, including how evidence is used rigorously
* to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
* gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Key stage 1**

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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

**Pupils should be taught about:**

* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
* events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
* significant historical events, people and places in their own locality.

**Key stage 2**

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

* changes in Britain from the Stone Age to the Iron Age
* the Roman Empire and its impact on Britain
* Britain’s settlement by Anglo-Saxons and Scots
* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
* a local history study
* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
* the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
* Ancient Greece – a study of Greek life and achievements and their influence on the western world
* a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

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| **The progression grid outlines the specific skills and knowledge which pupils are expected to learn in each phase, along with specific vocabulary to support this understanding.** | | | |
| **Investigate and Interpret the Past** | | | |
| **At EYFS:**   * Understand the past through settings, characters and events encountered in books read in class and storytelling. | **At Key Stage 1:**   * Observe or handle evidence to ask questions and find answers to questions about the past * Ask questions such as: What was it like for people?  What happened?  How long ago? * Use artefacts, pictures, stories, online sources and databases to find out about the past * Identify some of the different ways the past has been represented | **At Lower Key Stage 2:**   * Use evidence to ask questions and find answers to questions about the past * Suggest suitable sources of evidence for historical enquiries Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history * Describe different accounts of a historical event, explaining some reasons why the accounts may differ * Suggest causes and consequences of some of the main events and changes in history | **At Upper Key Stage 2:**   * Use sources of evidence to deduce information about past * Select sources of evidence, giving reasons for choice * Use sources of information to form testable hypotheses about the past * Seek out and analyse a wide range of evidence in order to justify claims about the past * Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied * Understand that no single source of evidence gives the full answer to questions about the past * Refine lines of enquiry as appropriate |
| **Build an overview of world history** | | | |
| **At EYFS:**   * Talk about the lives of people around them and their roles in society. | **At Key Stage 1:**   * Describe historical events * Describe significant people from the past * Recognise that there are reasons why people in the past acted as they did | **At Lower Key Stage 2:**   * Describe the changes that have happened in the locality of the school throughout history * Compare some of the times studied with those of other areas of interest around the world * Describe the social, ethnic, cultural or religious diversity of past society * Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children | **At Upper Key Stage 2:**   * Identify continuity and change in the history of the locality of the school * Compare some of the times studied with those of the other areas of interest around the world * Describe the social, ethnic, cultural or religious diversity of past society * Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children |
| **Understand Chronology** | | | |
| **At EYFS:**   * know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | **At Key Stage 1:**   * Place events and artefacts in order on a time line * Label time lines with words or phrases such as: past, present, older and newer * Recount changes that have occurred in their own lives * Use dates where appropriate | **At Lower Key Stage 2:**   * Place events, artefacts and historical figures on a time line using dates * Understand the concept of change over time, representing this, along with evidence, on a time line * Use dates and terms to describe events | **At Upper Key Stage 2:**   * Describe the main changes in a period of history * Identify periods of rapid change in history and contrast them with times of relatively little change * Understand concepts of continuity and change over time, representing them, along with evidence, on a time line * Use dates and terms accurately in describing events |
| **Communicate Historically** | | | |
| **At EYFS:**   * Express their ideas and feelings about their experiences including use of past tense. (ELG – Speaking) | **At Key Stage 1:**   * Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time * Show an understanding of the concept of nation and a nation's history * Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace | **At Lower Key Stage 2:**   * Use appropriate historical vocabulary to communicate including: dates, time period, era, change and chronology * Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past | **At Upper Key Stage 2:**   * Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy * Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past * Use original ways to present information and ideas |
| Vocabulary  To be developed with new EYFS curriculum 2021. | **Century, chronological order, living memory, remembers, memories, opinion, fact, source, interpret, enquire/ enquiry, impact, research, evidence, experts, significant, recent, lifetime** | **era/period, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era), AD (Anno Domini), archaeology, pre-history, biased, impact, consequences, continuity, change, chronology** | **primary source/evidence, secondary source/evidence, reliable, extent of change, extent of continuity, evaluate, eyewitness, Monarchy, legacy, ambiguous, era, legacy, continuity, consequences, omits, decade, century** |

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| **History – Milestone 1 (KS1)** | | | | |
| **Learning  Objective** | **Success Criteria** | **Basic (Y1)** | **Advancing (Y1/2)** | **Deep (Y2)** |
| **To investigate and interpret the past** | **Observe or handle evidence to ask questions and find answers to questions about the past.** | With the support of a teacher, evidence is explored to find about the past. | When presented with evidence, some questions about the past are asked and answered. | Evidence is beginning to be selected in order to ask and answer questions about the past. |
| **Ask questions such as: What was it like for people? What happened? How long ago?** | During structured activities, some relevant questions about the past are asked. | A growing number of relevant questions about the past are asked. | Good, relevant questions about the past are asked and the answers investigated. |
| **Use artefacts, pictures, stories, online sources and databases to find out about the past.**  **Identify some of the different ways the past has been represented.** | With the support of a teacher, there is an awareness that pictures, stories and accounts represented the past. | A growing number of representations of the past are understood and used, such as newspapers, stories, pictures, artefacts and documents. | A wide variety of representations of the past are known and carefully selected to investigate the past. |
| **To build an overview of world history** | **Describe historical events.** | With the support of a teacher, some historical events are described. | A range of historical events are described, using historical language and interesting detail. | A wide variety of historical events are described and presented in a number of ways, using historical language and interesting and pertinent detail. |
| **Describe significant people from the past.** | With the support of a teacher, significant people are studied and described. | The term ‘significant’ is increasingly understood and used to select people from the past to describe. | There is a strong awareness of the term ‘significant’ and this is used to justify choices of people to study and describe. |
| **Recognise that there are reasons why people in the past acted as they did.** | With the support of a teacher, the actions of people in the past are studied and described. | There is a growing understanding of the reasons why people in the past acted as they did. Decisions are made as to how to present this information. | The reasons why people acted as they did in the past are thoroughly explored from more than one point of view. Opinions of these actions are presented and justified. |
| **To understand chronology** | **Place events and artefacts in order on a timeline.** | With the support of a teacher, there is some of understanding of the passing of time and how it may be represented in order of events. | There is a growing understanding of the passing of time and decisions are made as how to place events and artefacts in the correct order. | There is a well-developed understanding of the passing of time and events and objects are placed in order, with clear explanations for choices, that include historical language. |
| **Label time lines with words or phrases such as: past, present, older and newer.** | During structured activities, timelines are annotated with historical language. | Timelines are generally annotated to include some historical language. | Timelines have detailed annotations which show good grasp of historical language. |
| **Recount changes that have occurred in their own lives.** | During structured activities, the main events of one’s own life are recounted. | The main events of one’s own life are recounted with interesting historical detail. | The main events of one’s own life are presented in a lively or novel ways with an excellent use of historical language to add detail. |
| **Use dates where appropriate.** | With support from a teacher, dates are used to chart events. | Dates are used to chart some events. | Dates are used in a variety of forms, including days, moths and years. |
| **To communicate historically** | **Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.** | During structured activities, historical language is used. | Historical language is becoming fluent and decisions as to what language to use are beginning to be made. | Historical language is fluent and used appropriately in a wide variety of situations. |

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| **History – Milestone 2 (LKS2)** | | | | |
| **Learning  Objective** | **Success Criteria** | **Basic (Y3)** | **Advancing (Y3/4)** | **Deep (Y4)** |
| **To investigate and interpret the past** | **Use evidence to ask questions and find answers to question about the past.** | There are some good examples of using evidence to ask and answer questions about the past. | There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past. | Evidence is carefully selected and investigated and used to ask questions and to explore possible answers. |
| **Suggest suitable sources of evidence for historical enquiries.** | There is some awareness of suitability of evidence. | Evidence is generally chosen for its suitability. | Evidence is carefully selected for its suitability and clear reasons are given and choices made. |
| **Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.** | There is some awareness that different sources of evidence give a variety of information about the past. | A range of evidence is selected in order to gain a more accurate understanding of history. | Evidence is sifted and carefully selected to gain a thorough understanding of history. |
| **Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.** | There is some awareness that there are different accounts and interpretations of historical events. | Different accounts and interpretations of historical events are explored and some reasons given why the accounts may differ. | Different accounts and interpretations of historical events are thoroughly explored and presented, with well-reasoned arguments for which may be the most accurate. |
| **Suggest causes and consequences of some of the main events and changes in history.** | Some good suggestions on causes and consequences of familiar events in history are put forward. | Many good and thoughtful suggestions are offered on the causes and consequences of main events in history. | Carefully considered suggestions, along with alternative viewpoints about the causes and consequences of the main events in history are presented in an interesting way. |
| **To build an overview of world history** | **Describe changes that have happened in the locality of the school throughout history.** | Some basic changes to the locality of the school over time are described. | Some of the changes to the locality of the school over time are explained with some examples and detail. | The changes to the locality of the school over time are thoroughly explored and described with telling examples and accurate detail. |
| **Give a broad overview of life in Britain from ancient until medieval times.** | With support, some of the major changes in Britain from the Stone Age through to CE 1066 and some events beyond CE1066 are described. | The major changes around a number of themes in Britain from the Stone Age through to CE 1066 and some events beyond CE1066 are explored and described. | The major changes around a number of themes in Britain from the Stone Age through to CE 1066 and some events beyond CE1066 are explored in depth and areas are chosen to describe the detail. |
| **Compare some of the times studied with those of other areas of interest around the world.** | With support, historical events around the world are compared. | Historical events around the world are selected and compared. | Historical events around the world are carefully selected to highlight similarities and differences. . |
| **Describe the social, ethnic, cultural or religious diversity of past society.** | With support, the past is described in a number of ways. | The past is described by selecting which aspects to focus upon. | The past is described in a wide range of ways with carefully chosen foci that are clearly explained. |
| **Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.** | With support, characteristic features of the past are described. | The main characteristic features are generally described. | The main characteristic features of the past are understood and described with interesting detail. |
| **To understand chronology** | **Place events, artefacts and historical figures on a time line using dates.** | There is generally a good knowledge of the chronological order of the past and with structured activity the past can be placed in order on a timeline. | The chronological order of the past is understood and it is represented on a timeline accurately. | Chronology is understood, including overlapping events in different parts of the world. |
| **Understand the concept of change over time, representing this, along with evidence, on a time line.** | With support, changes over time are represented on a timeline. | The concept of change in key themes is understood and some good examples of this are represented on a timeline. | There is a thorough exploration and description of change in some key themes in history. Timelines are used to chart changes to comment upon the rate of change. |
| **Use dates and terms to describe events.** | When reminded, key dates are used. | Key dates are generally used. | Key dates are used in almost all historical accounts. |
| **To communicate historically** | **Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.** | When reminded, historical language is used. | Historical language is selected and used appropriately. | Historical language is carefully chosen and used well to describe a wide range of events. |

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| **History – Milestone 3 (UKS2)** | | | | |
| **Learning  Objective** | **Success Criteria** | **Basic (Y5)** | **Advancing (Y5/Y6)** | **Deep (Y6)** |
| **To investigate and interpret the past** | Use sources of evidence to deduce information about past | There is some awareness of the word ‘deduce’. | Evidence is selected and investigated and there are some good examples of conclusions that have been deduced from its scrutiny. | Evidence is collected, sifted and investigated to provide well-reasoned arguments for events in the past. |
| Select sources of evidence, giving reasons for choice | Select suitable sources of evidence are suggested. | Suitable evidence is suggested and explored with some reasons for its suitability explained. | Clear reasoning and careful judgement is used to select and explore evidence. |
| Use sources of information to form testable hypotheses about the past | With support, hypotheses are formed and investigated. | Generally, some interesting hypotheses are formed from a growing knowledge of the past and tested through further research. | Interesting and thoughtful hypotheses are formed, based on a deep understanding of the past, and are tested by looking at unfamiliar evidence and different viewpoints. |
| Seek out and analyse a wide range of evidence in order to justify claims about the past | Some good suggestions of suitable evidence are given and used to back up conclusions. | A growing range of evidence is sought and explored in formulating and justifying claims about the past. | A wide and carefully chosen range of evidence is sought and explored in formulating and justifying claims about the past. |
| Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied | There is some awareness that some historical documents represent propaganda. | The social and political contexts of evidence are studied and conclusions are drawn as to the reliability of the source. | There is a good understanding of the social, cultural, political and religious contexts in which historical evidence was created, and this is acknowledged when formulating conclusions. |
| Understand that no single source of evidence gives the full answer to questions about the past | There is a growing awareness of the need to look at more than one source of evidence. | A number of sources of evidence are sought out. | A wide range of evidence is collected, sifted and used. |
| Refine lines of enquiry as appropriate | There are some examples of refining lines of enquiry. | There are good examples of refinements to a line of enquiry with reasons given for the refinements. | Lines of enquiry are altered in a timely manner based on emerging evidence or conflicting accounts in history. |
| **To build an overview of world history** | Identify continuity and change in the history of the locality of the school | There is a growing understanding of the concepts of continuity and change and some examples of this are given. | Key themes are compared and areas of continuity and changed identified and described. | Key themes are selected to show contrast in continuity and change. |
| Compare some of the times studied with those of the other areas of interest around the world | With support, some time periods are compared and described. | Time periods are selected and compared, with interesting detail given. | Time periods are carefully chosen to show similarities and differences with clear and interesting detail given. |
| Describe the social, ethnic, cultural or religious diversity of past society | With support, descriptions of the past involve a number of aspects. | Descriptions of the past involve a number of aspects. | Descriptions of the past shows a good understanding of the many different aspects of historical contexts. |
| Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children | When reminded, the characteristic features of the past, from a range of perspectives, are described. | Generally, the characteristic features of the past, from a range of perspectives, are described. | Many of the characteristic features of the past are detailed from a carefully selected range of perspectives. |
| **To understand chronology** | Describe the main changes in a period of history | The concept of change within a time period is understood, with some examples given. | Changes within a time period are chronicled in a logical and interesting way. | Changes within a time period are described in various terms, such as growth and decline. |
| Identify periods of rapid change in history and contrast them with times of relatively little change | In structured activities, there is some description of the rate of change with some good examples provided. | There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this. | The rate and extent of change is described and some reasons suggested. |
| Understand concepts of continuity and change over time, representing them, along with evidence, on a time line | There is some awareness of the concepts of continuity and change and, with support, they are represented. | There is generally a good awareness of the concepts of continuity and change and they are represented in interesting ways on an annotated timeline. | Times of continuity and change are identified and described in a number of interesting ways, along with a number of well-considered possible reasons. |
| Use dates and terms accurately in describing events | When reminded, dates and terms are used to describe events. | Dates and times are generally used to describe events. | Dates and terms are recalled or researched and used to describe events. |
| **To communicate historically** | Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy | Some appropriate historical language is used. | Generally, appropriate historical language is used. | Historical language is fluent and used in widespread situations. |