

## HISTORY Non negotiables

Chronology, Key concepts, Vocabulary, Historical enquiry

### Year 1

I can place several events I have been learning about in order.

I know that people lived and that things happened before I was born.

I can retell familiar stories from the past.

I can recall facts from the past.

I can give some reasons to describe how my own life is different from lives of people in the past.

I can talk about why important familiar events happened and what followed as a result i.e. why we wear poppies; why we have bonfire night etc

I can ask questions about events from the past.

I can make simple observations about historical events.

I can make simple observations about historical people.

I can use common words and phrases when I am talking about my work in History, i.e. before, after, earlier, later, long ago, in the past, now.

I can answer how and why questions in response to stories or events.

I can discuss how aspects of life change over time.

I can explain why some objects belong in the past.

I know that information about the past can be found in books and on computers.

## Year 2

I can place several events I have been learning about on a timeline.

I can use a wider range of words and phrases to support my work in History i.e. chronological, timeline, years, lifetime, past, present, artefacts

I can ask who, what happened and when.

I know that I can find out information from a number of different sources:

- Books
- Artefacts
- Films
- Songs
- Stories
- Museums
- First hand experience.

I can work out how long ago something happened.

I can talk about the lives of people in the past.

I can talk about events from the past.

I can talk about why people did things and what happened as a result i.e. why did Guy Fawkes blow up Parliament and what happened as a result.

I can identify some similarities and differences between life now and life in the past.

I can ask relevant questions to find out more about the past.

I can sequence a set of objects in chronological order.

I can answer questions about the past, giving simple reasons for my answers.

I can discuss how different events can be represented.

I can find simple information using books or computers to learn more about the past

I can identify similarities between different periods in the past.

I can identify difference between different periods in the past.

I can give examples of how things are different from things in my life time to that of my grandparents.

## Year 3

I can place a number of events chronologically on a BC/AD timeline.

I can use appropriate historical terms when talking about chronology i.e. periods, BC, AD, age, century etc

I can make comparisons between ways of life at different times i.e. modern times/ancient times.

I can describe different aspects of society during Ancient times i.e. social, cultural, religious customs.

I know who the significant people were and why they were important.

I know who the significant events were and why they were important.

I know that aspects of life today have been affected by events from the past.

I can explain why Britain was an important country to invade.

I can choose the best source to help me to answer a question about the past.

I am aware that there may be different versions of an event that took place in the past.

I know that the past can be represented and interpreted in different ways.

I can use a frame/template to record my knowledge of the past including key information and historical terms.

#### Year 4

I can place the periods of time I am learning about on a timeline.

I can find links between the periods of time that I study.

I can talk about the main events and key changes that took place within the time periods I have studied.

I can compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Anglo-Saxons

I know about significant people/events within the time periods I have studied and can describe their impact on life at that time.

I can choose a range of sources to help me to talk in depth about different aspects of the past.

I can give examples of how the past can be represented and interpreted in different ways.

I can follow a set of success criteria in order to present my knowledge and understanding of History.

## Year 5

I can use a time line to help me talk about key aspects within the time periods I have studied.

I can use historical dates in my work.

I can use historical language in my work.

I can describe connections and identify contrasts when talking about different time periods.

I can give reasons for the main events and key changes that took place within the time periods I have studied.

I can compare and contrast beliefs and cultures of different groups of people living within Britain at the same time i.e. Islamic Civilisation

I can talk about significant people/events within the time periods I have studied and describe their impact on life at that time and on life today.

I can explain how crime and punishment has changed over the years.

I can find out about the past by asking and answering questions, selecting and using a range of sources to provide evidence.

I can explain the different ways that the past can be represented and how this affects interpretation.

I can work with increasing independence to record my knowledge and understanding about the past.

## Year 6

I can talk confidently about the different periods of time I have studied, providing an accurate chronology.

I can make links within and across periods of history studied.

I can describe connections, identify contrasts and talk about trends over time to show my understanding of chronology.

I can talk about significant individuals from the past and offer explanations for their actions.

I can provide reasons why some events, individuals, developments are seen as more significant than others.

I can find out about the past by asking and answering questions, evaluating and selecting a range of sources to provide the most relevant evidence.

I can give reasons for the different ways the past is represented and how this affects interpretation.

I can work independently/ in a small group to record my knowledge and understanding about the past in a variety of ways using dates and historical terms appropriately.