

Subject Specific-Skills: Age-related expectations in History

Year Group	1	2	3	4	5	6
Chronology	<p>To be able to:</p> <p>Use words and phrases such as old/ new/ a long time ago (Family History)</p> <p>Recognise that some objects belonged to the past (The History of Transport)</p>	<p>To be able to:</p> <p>Use words and phrases such as before/ after, past/ present, then/now. (Local History (living memory)) How has my community changed over time?)</p>	<p>To be able to:</p> <p>Describe events from the past using the correct dates when they happened. (Ancient Egypt)</p> <p>Use a timeline within a specified period of history to set out the order of things that happened in that period. (Ancient Greece)</p> <p>Use my mathematical knowledge to work out how long ago events took place. (Ancient Greece)</p>	<p>To be able to:</p> <p>Plot events on a timeline using centuries (Roman Empire)</p> <p>Round up time differences into centuries and decades. (Vikings and Anglo Saxons)</p>	<p>To be able to:</p> <p>Draw a timeline with different historical periods showing key historical events and important historical figures. (Tudors)</p>	<p>To be able to:</p> <p>Place features of historical events and people from past societies and periods in a chronological framework. (WWII)</p> <p>I can summarise the main events from a period of history, explaining the order of events and what happened. (1960s)</p>
Contextual Knowledge and Conceptual Understanding	<p>To be able to:</p> <p>Explain how I have changed since I was born. (Family History)</p> <p>Explain how some people have helped us to have better lives (Family History)</p>	<p>To be able to:</p> <p>Recount the life of someone famous from the past and explain what they did earlier and what they did later. (Florence Nightingale)</p> <p>Give examples of things that were different when my parents and grandparents were children. (Local History (living memory)) How has my community changed over time?)</p>	<p>To be able to:</p> <p>Research to find similarities and differences between two or more periods of history. (Settlements in the Stone Age and the Iron Age)</p>	<p>To be able to:</p> <p>Explain how historical items can be used to help build up a picture of life in the past. (Vikings and Anglo Saxons)</p> <p>Explain how an event from the past has helped shaped our lives today. (Roman Empire)</p>	<p>To be able to:</p> <p>Compare two or more historical periods, explaining things which changed and things which stayed the same. (Medieval Britain and Tudors)</p> <p>Explain how Britain may have learned from other countries and civilisations (Medieval Britain)</p> <p><i>I can explain how our locality has changed over time. (The Black Death)</i></p> <p>Describe how crime and punishment has changed over time. (Tudors)</p>	<p>To be able to:</p> <p>Summarise how Britain has had a major influence in the world. (Revolution)</p> <p>I can identify and explain differences, similarities and changes between different periods of history. (1960s)</p>
Historical Enquiry and Investigation	<p>To be able to:</p> <p>Ask and answer questions about old and new objects. (Castles)</p> <p>Pick out old and new things in a picture. (The History of Transport)</p>	<p>To be able to:</p> <p>Find out things about the past by talking to an older person and asking them questions. ((Local History (living memory)) How has my community changed over time?)</p>	<p>To be able to:</p> <p>Use research skills to find answers to specific historical questions. (Ancient Egypt)</p>	<p>To be able to:</p> <p>Research two versions of an event and show how they differ. (Mayans)</p> <p>Research what it was like for children in a given period of history and present my findings to an audience. (Vikings and Anglo Saxons)</p>	<p>To be able to:</p> <p>Test out a hypothesis to answer questions. (The Black Death)</p> <p>Understand that historical sources might reflect different viewpoints and explain the arguments for and against each point of view. (Tudors)</p>	<p>To be able to:</p> <p>Identify and explain propaganda. (WWII)</p> <p>Describe a key event from Britain's past using a range of evidence from different sources. (Revolution)</p> <p>Describe the features of historical events and way of life from periods I have</p>

	<p>Explain what an object from the past might have been used for. (Castles)</p>	<p>Answer questions using different information – objects, books, the internet. (Comparison of Explorers)</p> <p>Research the life of a famous person from the past using different sources of evidence. (Comparison of Explorers)</p>				<p>studied, presenting to an audience. (Revolution)</p>
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