

Subject Specific-Skills: Age-related expectations in History

Year Group	Chronology	Contextual Knowledge and Conceptual Understanding	Historical Enquiry and Investigation
1	To be able to: <ul style="list-style-type: none"> Use words and phrases such as old/ new/ a long time ago Recognise that some objects belonged to the past 	To be able to: <ul style="list-style-type: none"> Explain how I have changed since I was born. Explain how some people have helped us to have better lives. 	To be able to: <ul style="list-style-type: none"> Ask and answer questions about old and new objects. Pick out old and new things in a picture. Explain what an object from the past might have been used for.
	Dinosaur Planet Bright Lights, Big City	Moon Zoom	Dinosaur Planet
2	To be able to: <ul style="list-style-type: none"> Use words and phrases such as before/ after, past/ present, then/now. 	To be able to: <ul style="list-style-type: none"> Recount the life of someone famous from the past and explain what they did earlier and what they did later. Give examples of things that were different when my parents and grandparents were children. 	To be able to: <ul style="list-style-type: none"> Find out things about the past by talking to an older person and asking them questions. Answer questions using different information – objects, books, the internet. Research the life of a famous person from the past using different sources of evidence.
	Towers, Tunnels and Turrets	Land Ahoy Bounce Towers, Tunnels and Turrets	Land Ahoy Bounce Towers, Tunnels and Turrets
3	To be able to: <ul style="list-style-type: none"> Describe events from the past using the correct dates when they happened. Use a timeline within a specified period of history to set out the order of things that happened in that period. Use my mathematical knowledge to work out how long ago events took place. 	To be able to: <ul style="list-style-type: none"> Explain some of the times when Britain has been invaded. Research to find similarities and differences between two or more periods of history. 	To be able to: <ul style="list-style-type: none"> Use research skills to find answers to specific historical questions.
	Tribal Tales	Tribal Tales Tremors	Tribal Tales Tremors
4	To be able to: <ul style="list-style-type: none"> Plot events on a timeline using centuries Round up time differences into centuries and decades. 	To be able to: <ul style="list-style-type: none"> Explain how historical items can be used to help build up a picture of life in the past. Explain how an event from the past has helped shaped our lives today. 	To be able to: <ul style="list-style-type: none"> Research two versions of an event and show how they differ. Research what it was like for children in a given period of history and present my findings to an audience.
5	To be able to: <ul style="list-style-type: none"> Draw a timeline with different historical periods showing key historical events and important historical figures. 	To be able to: <ul style="list-style-type: none"> Compare two or more historical periods, explaining things which changed and things which stayed the same. Explain how Britain may have learned from other countries and civilisations – the Romans <i>I can explain how our locality has changed over time.</i> Describe how <i>crime and punishment</i> has changed over 	To be able to: <ul style="list-style-type: none"> Test out a hypothesis to answer questions. Understand that historical sources might reflect different viewpoints and explain the arguments for and against each point of view.

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6	To be able to: <ul style="list-style-type: none"> Place features of historical events and people from past societies and periods in a chronological framework. I can summarise the main events from a period of history, explaining the order of events and what happened. 	To be able to: <ul style="list-style-type: none"> Summarise how <i>Britain has had a major influence in the world</i>. I can identify and explain differences, similarities and changes between different periods of history. 	To be able to: <ul style="list-style-type: none"> Identify and explain propaganda. Describe a key even from Britain's past using a range of evidence from different sources. Describe the features of historical events and way of life from periods I have studied, presenting to an audience.