

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 (Dinosaurs)</p> <p>Recognise that some objects belonged to the past (The Snowman/ Traditional Tales with a Twist)</p>	<p>To be able to:</p> <p>Use words and phrases such as before/ after, past/ present, then/now. (Towers, Tunnels and Turrets)</p>	<p>To be able to:</p> <p>Describe events from the past using the correct dates when they happened. (WW1)</p> <p>Use a timeline within a specified period of history to set out the order of things that happened in that period. (Volcanoes)</p> <p>Use my mathematical knowledge to work out how long ago events took place. (WW1)</p>	<p>To be able to:</p> <p>Plot events on a timeline using centuries (Norman and Anglo-Saxons)</p> <p>Round up time differences into centuries and decades. (Norman 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. (Pharaohs)</p>	<p>To be able to:</p> <p>Place features of historical events and people from past societies and periods in a chronological framework. (Revolution)</p> <p>I can summarise the main events from a period of history, explaining the order of events and what happened. (A Child's War)</p>
Contextual Knowledge and Conceptual Understanding	<p>To be able to:</p> <p>Explain how I have changed since I was born. (The Snowman/ Traditional Tales with a Twist)</p> <p>Explain how some people have helped us to have better lives (Superheroes)</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. (Land Ahoy)</p> <p>Give examples of things that were different when my parents and grandparents were children.(Beachcombers)</p>	<p>To be able to:</p> <p>Explain some of the times when Britain has been invaded. (Volcanoes)</p> <p>Research to find similarities and differences between two or more periods of history. (Stone Age to 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. (WW1)</p> <p>Explain how an event from the past has helped shaped our lives today. (Norman and Anglo-Saxons)</p>	<p>To be able to:</p> <p>Compare two or more historical periods, explaining things which changed and things which stayed the same. (WW1)</p> <p>Explain how Britain may have learned from other countries and civilisations – the Romans (Pharaohs)</p> <p><i>I can explain how our locality has changed over time. (Manchester, the place to bee)</i></p> <p>Describe how <i>crime and punishment</i> has changed over time. (Peasants, Princes and Pestilence)</p>	<p>To be able to:</p> <p>Summarise how <i>Britain has had a major influence in the world.</i> (Revolution)</p> <p>I can identify and explain differences, similarities and changes between different periods of history. (A Child's War)</p>
Historical Enquiry and Investigation	<p>To be able to:</p> <p>Ask and answer questions about old and new objects.(The Snowman/ Traditional Tales with a Twist)</p> <p>Pick out old and new things in a picture. (Bright Lights, Big City)</p>	<p>To be able to:</p> <p>Find out things about the past by talking to an older person and asking them questions. (Beachcombers)</p> <p>Answer questions using different information – objects, books, the</p>	<p>To be able to:</p> <p>Use research skills to find answers to specific historical questions. (Stone Age to the Iron Age)</p>	<p>To be able to:</p> <p>Research two versions of an event and show how they differ. (WW1)</p> <p>Research what it was like for children in a given period of history and present my findings to an audience. (Road Trip UK)</p>	<p>To be able to:</p> <p>Test out a hypothesis to answer questions. (Peasants, Princes and Pestilence)</p> <p>Understand that historical sources might reflect different viewpoints and explain the arguments for and against each point of</p>	<p>To be able to:</p> <p>Identify and explain propaganda. (A Child's War)</p> <p>Describe a key even from Britain's past using a range of evidence from different sources. (Frozen Kingdom)</p>

	Explain what an object from the past might have been used for. (Bright Lights, Big City)	internet. (Towers, Tunnels and Turrets) Research the life of a famous person from the past using different sources of evidence. (WW1)			view. (Pharaohs)	Describe the features of historical events and way of life from periods I have studied, presenting to an audience. (Revolution)
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