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| J:\Photos\Jemma Movies for year 5 and 6 area\Year 6 balloons\st-josephs-school-logo-v2.png | **Year 3** | **Year 4** | **Year 5** | **Year 6** | J:\Photos\Jemma Movies for year 5 and 6 area\Year 6 balloons\st-josephs-school-logo-v2.png**End of Key** **Stage** **Expectations** |
| **Chronological Understanding** | -Can I describe events and periods using the words: BC, AD and decade?-Can I describe events from the past using dates when things happened?-Can I use a timeline within a specific time in history to set out the order things may have happened? -Can I use my mathematical knowledge to work out how long ago events in recent and local history would have happened?  | -Can I describe events from the past using dates when things happened? -Can I describe events and periods using the words: ancient and century?-Can I use a timeline within a specific time in history to set out the order things may have happened?-Can I use my mathematical knowledge to work out how long ago events would have happened? -Can I use their mathematical skills to round up time differences into centuries and decades? -Can I begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? | -Can I place periods of history on a timeline showing periods of time? -Can I use my mathematical skills to work exact time scales and differences as need be?-Can I use dates and historical language in my work?-Can I begin to build up a picture of what main events happened in Britain/ the world during different centuries? -Can I plot recent history on a timeline using centuries? -Can I use dates and historical language in my work? | -Can I say where a period of history fits on a timeline? -Can I place a specific event on a timeline by decade?-Can I place features of historical events and people from past societies and periods in a chronological framework? -Can I appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? | **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. |
| **Knowledge and Interpretation** | -Can I appreciate that the early Brits would not have communicated as we do or have eaten as we do? -Can I begin to picture what life would have been like for the early settlers? -Can I suggest why certain events happened as they did in history? -Can I begin to picture what life would have been like for the early settlers? -Can I explain how events from the past have helped shape our lives? | -Can I recognise that Britain has been invaded by several different groups over time? -Can I suggest why certain events happened as they did in history? -Can I suggest why certain people acted as they did in history? -Can I explain how events from the past have helped shape our lives? -Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? -Can I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? | -Can I describe historical events from the different period/s they are studying/have studied?-Can I make comparisons between historical periods, explaining things that have changed and things which have stayed the same? -Can I begin to appreciate that how we make decisions has been through a Parliament for some time? -Can I appreciate that significant events in history have helped shape the country we have today? -Can I gain a good understanding as to how crime and punishment has changed over the years? | -Can I summarise the main events from a specific period in history, explaining the order in which key events happened? -Can I summarise how Britain has had a major influence on world history? -Can I summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? -Can I describe features of historical events and people from past societies and periods they have studied? -Can I recognise and describe differences and similarities/changes and continuity between different periods of history? |  |
| **Historical Enquiry** | -Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?-Can I use various sources of evidence to answer questions? -Can they research a specific event from the past to then write about this? | -Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?-Can I use various sources to piece together information about a period in history? -Can I use my ‘information finding’ skills in writing to help me write about historical information? -Can I, through research, identify similarities and differences between given periods in history? -Can I research two versions of an event and say how they differ? | -Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? -Can I give more than one reason to support an historical argument? -Can I give more than one reason to support an historical argument? -Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out? | -Can I identify and explain my understanding of propaganda? -Can I look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint? -Can I identify and explain my understanding of propaganda? -Can I describe a key event from Britain’s past using a range of evidence from different sources? -Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out? |  |