






	Investigate and Interpret the Past 	World History- People 	World History- Places 	Understanding Chronology 	Communicate History-Vocabulary 
Year R	<ul style="list-style-type: none"> I can talk about images from familiar situations in the past. 	<ul style="list-style-type: none"> I can compare characters from stories including figures from the past. I can talk about the lives of people around me and their roles in society. 	<ul style="list-style-type: none"> I can talk about similarities and differences between things in the past and now. 	<ul style="list-style-type: none"> I can understand the past through settings, characters and storytelling. 	<ul style="list-style-type: none"> past, long time ago, last year, when I was __ years old
Year 1	<ul style="list-style-type: none"> I can use evidence to answer questions about the past. I can ask questions about what it was like for people in the past. 	<ul style="list-style-type: none"> I can describe a historical event: Moon Landing & bus boycott (Rosa Parks) I can talk about these significant people from the past: Neil Armstrong, Mary Anning, Rosa Parks I can give a reason for why people made the choices they did. 	<ul style="list-style-type: none"> I can begin to describe how events had an effect on places. I can talk about a significant place in the past: our school 	<ul style="list-style-type: none"> I can place events on a timeline. I can label timelines with words/phrases: past, present, older, newer. I can talk about a change in my own life. 	<ul style="list-style-type: none"> Monarch, monarchy, legacy, reign, Queen, Prince, responsibilities, children Travel, explorer, centuries, journey, voyage, Americas, Atlantic Ocean America,
Year 2	<ul style="list-style-type: none"> I can use evidence to ask questions about the past. I can identify different ways that the past is represented: photos/stories. I can use artefacts, pictures, stories, online sources and databases to find out about the past. 	<ul style="list-style-type: none"> I can describe more than 1 historical event: Great Fire of London, Great Plague, Gunpowder Plot, Moon Landing I can talk about a range of significant people in the past: Samuel Pepys, Queen Victoria, Florence Nightingale, Grace Darling & Queen Elizabeth. I can recognise that there are reasons why people made the choices they did. 	<ul style="list-style-type: none"> I can describe how events had an effect on places: London I can talk about significant places in the past: London 	<ul style="list-style-type: none"> I can place events and artefacts on a timeline. I can label timelines with words like: past, present, older, newer, and key dates. I can talk about changes in my own life. 	<ul style="list-style-type: none"> Coronation, Monarch, Queen, reign, Westminster Abbey, Buckingham Palace, jubilee, decade, Commonwealth Lunar, moon, exploration, orbit, Kennedy Space Center, Neil Armstrong, Buzz Aldrin, space, astronaut Guy Fawkes, Houses of Parliament, treason, plot, gunpowder, November, Protestant, Catholic, government, King James I, Bonfire Night
Year 3	<ul style="list-style-type: none"> I can use a piece of evidence to ask and answer questions about the past. I can use multiple sources to gain an accurate insight into historical events. I can present different accounts of events. I can explore the reasons for an event in history. 	<ul style="list-style-type: none"> I can understand life in Britain from Ancient to Medieval times: Stone Age/Romans/Egyptians I can describe the characteristic features of the past, including: ideas and beliefs. 	<ul style="list-style-type: none"> I can understand how places within Britain have changed from Ancient to Medieval times: Stone Age, Romans & Egyptians I can understand the cultural diversity of past societies (Romans) 	<ul style="list-style-type: none"> I can place events, artefacts and historical figures on a timeline. I can begin to understand the concept of change over time using evidence. I can use dates to describe events. 	<ul style="list-style-type: none"> Stone Age, Skara Brae, nomadic, Neolithic, Mesolithic, historical source, ancestors, era, tools ,weapons, archaeologist Bronze Age, trade, travel, metal work, Beaker people, settlement, archaeologist Iron Age, Roman Conquest, fortified settlements, Celts, legacy, roundhouses, tools, weapons Roman Empire, territory ,frontiers, Rome, myths, economy, trade, emperor, Queen Boudicca Ancient Egypt, Africa, River Nile, Cleopatra, archaeologist, pyramids of Giza, mummification, Tutankhamun, preserve, embalmed, Pharaoh, hieroglyphics
Year 4	<ul style="list-style-type: none"> I can use a range of evidence to ask and answer questions about the past. I can use and suggest suitable sources of evidence for historical enquiries. I can present different accounts of events, and discuss why they differ. I can explore the reasons for some of the events and changes in history. 	<ul style="list-style-type: none"> I can understand key aspects of life in Britain from Ancient to Medieval times: Anglo Saxons/Vikings/Egyptians I can describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children. 	<ul style="list-style-type: none"> I can understand how places within Britain have changed from Ancient to Medieval times: Anglo Saxons, Vikings & Egyptians. I can understand the social and religious diversity of past societies. 	<ul style="list-style-type: none"> I can place events, artefacts and historical figures on a timeline using dates. I can understand the concept of change over time using evidence. I can use dates and time periods to describe events. 	<ul style="list-style-type: none"> Settlements, scavenging, technology, migrate, permanent, Stonehenge, archaeologist, Stone Age, Neolithic, Mesolithic Bronze Age, trade, travel, metal work, Beaker people, settlement, archaeologist, Amesbury Archer, Iron Age, fortifications, population, warriors, clans, blacksmith Anglo-Saxons, conquered, Angles, Saxons, Jutes, King Ethelbert, Normandy, Christianity, medieval, legacy, kingdom Scandinavia, Vikings, sailors, explorers, raid, traders, longships, colonise
Year 5	<ul style="list-style-type: none"> I can use and analyse evidence I have gathered about the past. I can use given sources of evidence to form a hypothesis about the past. I can understand bias in evidence, and that an individual source isn't reliable. 	<ul style="list-style-type: none"> I can begin to give an overview of life in Britain. I can discuss and interpret the characteristic features of the past, including: ideas and beliefs and attitudes of men/women. 	<ul style="list-style-type: none"> I can compare a time period studied with other areas around the world. I can discuss and interpret the social and religious diversity of past societies. 	<ul style="list-style-type: none"> I can describe the main changes in a period of history, using terms: religious I can begin to compare and contrast concepts and periods of change within history. I can use time periods accurately. 	<ul style="list-style-type: none"> Tudor, monarch, legacy, War of the Roses, House of York/Lancaster, Ancient Greeks, legacy, democracy, citizens, columns (Doric, Ionic, Corinthian), architecture Mayan, stelae, hieroglyphic, priest, maize, warrior
Year 6	<ul style="list-style-type: none"> I can use, interpret and analyse evidence I have gathered about the past. I can select appropriate sources of evidence to substantiate a hypothesis about the past. I understand and can discuss how propaganda and bias manipulates evidence and that an individual source isn't reliable. 	<ul style="list-style-type: none"> I can give an overview of life in Britain and major events from across the world. I can discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of children. 	<ul style="list-style-type: none"> I can compare different times studied with other areas around the world. I can discuss and interpret the ethnic and cultural diversity of past societies. 	<ul style="list-style-type: none"> I can describe the main changes in a period of history, using terms: technological & cultural I can compare and contrast concepts and periods of change within history, representing them on a timeline. I can use dates and time periods accurately. 	<ul style="list-style-type: none"> Ancient Greeks, legacy, democracy, myth, legend, Gods, philosophy, influential Battle of Britain, World War II, Royal Air Force, Luftwaffe, Blitz, hurricane, Spitfire, significant, evacuated, propaganda, weapons, invasion, Germany Cobbler, Coventry, Dr Martens, museum, Industrial Revolution, trade, technology, mechanisation