

| History | | | | | | | |
|--------------------------------------|--|--|--|--|--|--|---|
| | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronology | I can talk about what happened in the day. I know the order of activities in a day. | I can talk about events in living memories I know that events happen in order. I know the difference between past and present. | I can talk and order key events in my living memory. I know that chronology is events in the past. I can add events onto a simple timeline using pictures. | With support I can explain what chronology means. I can order the 3 pre-historical times, Mesolithic, Palaeolithic Neolithic. I can compare this period with key events in my living memory. I understand that this occurred a long time ago. | I can explain what chronology means I can add Ancient Egyptians and Romans to me timeline. I can focus on a specific timeline to show a change in a specific culture over time. | I can explain what chronology means and begin to use examples to evidence the difference in time between 2 events. I can create my own timeline with support if needed. I can add on key events from The Victorian period and the Anglo Saxons period. I can begin to use concurrent timelines with support from the teacher. | I can confidently explain what chronology mean and use evidence from my work to highlight the time difference between 2 events. I can independently create my own timeline using lines correctly spaced out to represent time. I can add on key events from WW2 onto a timeline. I can explain concurrent timelines. |
| Primary and Secondary Sources | I can talk about a Primary object. I understand the use of a primary object. | I can look at primary sources such as objects and artefacts. I can describe the primary sources and use the specific terms in my writing. | I can begin to explain what a primary source is with support if needed. I can discuss different primary sources. I start adding primary sources into my work when explain a certain period. (e.g. this glove was used by the fire brigade to put out the Fire of London) | I know what a primary source is. With support I can give examples of Primary sources I can add primary sources into my work but with support if needed. I can start t compare primary resources and talk about differences and similarities between them. | I know what a primary source is. I can give examples of primary sources from the learning I have done. I can use primary sources as evidence to justify my answer. I have started to look at secondary sources. I know the difference between primary and secondary source using images. | I know what primary and secondary sources are with support if needed. I can use secondary sources in my writing as evidence. I can start to question if all sources are reliable. I can identify a primary source in a text. With support, I can begin to identify secondary sources. | I can confidently explain what primary and secondary sources are. I can compare and contrast sources. I can explain the reliability of a source and give my own justification as to why. I can identify both primary and secondary sources in a piece of evidence. |
| Historical Enquiry | I can talk about similarities and difference of the past. | I can find the answers to simple Historical question through work i have done in lesson. | I can begin to use simple primary sources to find out about a period of learning. I can orally explain what I see in a piece of work and describe what it is. | I can use a range of primary sources to find out about the period of History I am learning about. I can observe, select and record key information from my learning. | With support, I can use evidence to build up a picture of the past. I can choose relevant material to present a picture of what life was like in the past. I am very inquisitive on the subject and ask many appropriate questions. | I can start to build up evidence to build up a picture of the past. (P and S sources) I find key information from a text by selecting the relevant parts. I can use the internet and Historical books, independently, with increasing confidence. | I can use a range of sources to find out about an aspect of Historical importance. I can bring all information I gather together and fluently and succinctly explain the importance and relevance of it in my writing. I can omit certain information as a result of un-reliability or propaganda. |

