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Constructing the past	Comment on images of familiar situations in the past.	<p>Can identify relevant features of particular historical themes, events and people from family, local, national and global history.</p> <p>Recognise the difference between past and present in their own and others' lives</p>	<p>Can briefly describe features of particular themes, events and people from family, local, national and global history.</p> <p>Know and recount episodes from stories about the past.</p> <p>Identify difference between ways of life at different times</p>	<p>Can identify details from several themes, societies, events and significant people covered in local, national and global history.</p> <p>Find out about everyday lives of people in the time studied.</p> <p>Compare the past with life today.</p>	<p>Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.</p> <p>Identify reasons for a result of people's actions.</p> <p>Understand why people may have wanted to do something.</p> <p>Use evidence to reconstruct life in the time studied</p>	<p>Can understand some features associated with themes, societies, people and events. Study different aspects of different people, such as difference between male and females.</p> <p>Compare life in early and late 'periods' studied</p>	<p>Can provide overviews of the most significant features of different themes, individuals, societies and events covered.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p>

<p>Sequencing the past</p>	<p>Can say what happened yesterday and what will happen in the future.</p>	<p>Can depict on a timeline the sequence of a few objects and/or pieces of information.</p> <p>Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.</p> <p>Can sequence events in their life.</p>	<p>Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people.</p> <p>Can understand time securely and use a wider range of time terms.</p> <p>Sequence artefacts for different periods of time and match artefacts to the people of different ages.</p>	<p>Can sequence some events, objects, themes, periods and people from history covered by providing a few dates and/or period labels and terms.</p> <p>Place the time studied on a timeline.</p> <p>Use dates and terms related to the unit and the passing of time</p>	<p>Can sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.</p> <p>Place events from the period studies on a timeline.</p> <p>Use terms related to the period and begin to date events.</p>	<p>Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms.</p> <p>Use relevant terms and period labels</p>	<p>Can sequence with independence the key events, objects, themes, societies and people covered using dates, period labels and terms.</p> <p>Make comparisons between different times in the past.</p>
<p>Change and development</p>	<p>Can identify a change within a topic.</p>	<p>Can identify a few similarities, differences and changes occurring within a particular topic.</p>	<p>Can identify independently a range of similarities, differences and changes within a specific time period.</p>	<p>Can describe some similarities, differences and changes occurring.</p>	<p>Can make valid statements about the main similarities, differences and changes occurring.</p>	<p>Can provide valid reasons why some changes and developments were important.</p>	<p>Can compare similarities, differences and changes within and across History , e.g. in terms of importance, progress or the type and nature of the change.</p>

Cause and effect	Can identify an effect of an event.	Can identify at least one relevant cause for, and effect of, several events covered.	Can identify a few relevant causes and effects for some of the main events covered.	Can describe some relevant causes for, and effects on, some of the key events and developments covered.	Can comment on the importance of causes and effects for some of the key events and developments.	Can place several valid causes and effects in an order of importance relating to events and developments.	Can explain the role and significance of different causes and effects of a range of events and developments.
Significance and interpretation	Can name a significant individual.	Can consider one reason why an event or person might be significant. To distinguish between fact and fiction.	Can identify a range of significant aspects of a theme , society, period or person and offer some comments on why they have selected these aspects. Compare different versions of events from the past Compare different pictures/ photographs of people and events in the past.	Can select what is most significant in a historical account. Can provide a reason why two accounts of the same event might differ. Distinguish between different sources of evidence, comparing the versions of the same story.	Can explain why some aspects of historical accounts, themes or periods are significant. Can comment on a range of possible reasons for differences in a number of accounts Evaluate the usefulness of different sources of evidence.	Can describe the significant issues. Can identify different interpretations for events , developments and people. Compare accounts from different sources identifying whether they are fact or fiction.	Can explain reasons why particular aspects of a historical event , development, society or person were of particular significance. Can explain how and why it is possible to have different interpretations of the same event or person. Link sources and work out how conclusions were arrived. Aware that different evidence may lead to different conclusions.
Planning and carrying out	Can ask a valid historical question.	Can ask and answer a few valid	Can plan questions and	Can ask valid questions for	Can devise independently a	Can reach a valid conclusion	Can reach a valid and

<p>historical enquiry</p>		<p>historical questions.</p>	<p>produce answers to a few historical enquiries using historical terminology.</p>	<p>enquiries and answer using a number of sources.</p>	<p>range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p>	<p>based on devising and answering questions relating to a historical enquiry.</p>	<p>substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.</p>
<p>Using sources as evidence</p>	<p>Can look at a source and discuss it.</p>	<p>Can extract information from several different types of source including written, visual and oral sources and artefacts.</p> <p>Find answers to simple questions about the past using sources of information.</p>	<p>Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions.</p> <p>Observe and handles sources of evidence to answer questions about the past on the basis of simple observations</p>	<p>Can understand how sources can be used to answer a range of historical questions.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe the small details in sources of information.</p>	<p>Can recognise possible uses of a range of sources for answering historical enquiries.</p> <p>Begin to use the library and internet to research a specific enquiry.</p> <p>Use sources of evidence to build up a picture of a past event.</p>	<p>Can accept and reject sources based on valid criteria when carrying out particular enquiries.</p> <p>Identify primary and secondary sources of information.</p>	<p>Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.</p> <p>Select relevant sections of information using research with increasing confidence to answer a line of enquiry.</p>