



Kingskerswell Church of England Primary School

HISTORY AGE RELATED EXPECTATIONS

HISTORY YEAR 1

- I can use words and phrases like: 'old', 'new' and 'a long time go'.
- I can place up to five objects (or events in my own lives) in chronological order (e.g. iPad, chalkboard, scroll).
- I can recognise that some objects belong to the past.
- I can explain how they have changed since they were born.
- I can ask and answer questions about old and new objects or photos.
- I can give a plausible explanation about what an object was used for in the past.
- I can talk about buildings in the area which are old and new.

Examples of additional challenge

- I can use words and phrases like: very old, when mummy and daddy were little.
- I can explain why certain objects were different in the past e.g. iron, music systems, and televisions.
- I can explain the differences between past and present in my life and that of other children from a different time in history.

HISTORY YEAR 2

- I can use phrases and words like 'before', 'after', 'past', 'present', 'then' and 'now' in my historical learning.
- I know things that are different in my life from that of my grandparents when they were young.
- I can find out something about the past by talking to an older person.
- I can answer questions by using a specific source such as an informative book.
- I can recount the life of someone famous from Britain who lived in the past.
- I can appreciate that some famous people have helped our lives be better today.
- I can explain how my local area was different in the past.

Examples of additional challenge

- I can sequence a set of events in chronological order and give reasons for my order.
- I can sequence events in the life of a famous person.
- I can research a famous person or event from the past.

HISTORY YEAR 3

- I can describe events from the past using dates when things happened.
- I can use a timeline within a specific time in history to set out the order things may have happened.
- I know that Britain has been invaded by several different groups over time.
- I can appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.
- I can, through research, identify similarities and differences between given periods in history.
- I can begin to appreciate how items found belonging to the past can help us to build a picture of how people lived.
- I can describe how my local area was different in the past and begin to offer explanations for these changes.

Examples of additional challenge

- I can begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.
- I can use my mathematical knowledge to work out how long ago events would have happened.
- I can use my 'information finding' skills in writing to help them write about historical information.

HISTORY YEAR 4

- I can plot recent history on a timeline using centuries.
- I can use my mathematical skills to round up time differences into centuries and decades.
- I can recognise that the lives of wealthy people were very different from those of poor people.
- I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.
- I can explain how events from the past have helped shape our lives.
- I can research two versions of an event and say how they differ.
- I can research an aspect or theme in a given period from the past and use photographs and illustrations to present my findings.
- I can describe how my local area was different in the past and offer explanations for these changes.

Examples of additional challenge

- I can recognise that people's way of life in the past was dictated by the work they did.
- I can appreciate that lives were different because of the availability of resources. (eg food from foreign countries following the development of travel)
- I can appreciate the implications of developments / inventions within a given time period. (eg weapons after the discovery of bronze, gunpowder, etc.)

HISTORY YEAR 5

- I can draw a timeline with different time periods outlined which shows different information such as periods of history, when famous people lived, etc..
- I can create timelines which outline the development of specific features, such as medicine, weaponry, transport etc..
- I can understand the differences between AD and BC.
- I can make comparisons between historical periods, explaining things that have changed and things which have stayed the same.
- I am aware of the immigration and emigration which has led to the multi-cultural society of today's UK (eg the development of the British Empire).
- I have a good understanding as to how a particular theme (eg entertainment, houses and homes or medicine) has changed over the years.
- I can investigate how an aspect or theme has changed over time in the local area.

Examples of additional challenge

- I can begin to appreciate that how we make decisions has been through Parliament for some time.
- I can appreciate how major events have impacted on British History and life today (eg plagues and the development of sanitation; World Wars and immigration).
- I can debate about an historical issue (eg was the British Empire a good thing.).

HISTORY YEAR 6

- I can place features of events and people from past societies and periods in a chronological framework.
- I can summarise the main events from a specific period in history, explaining the order in which key events happened.
- I can explain how Britain has had a major influence on world history.
- I can describe what Britain may have learnt from other countries and civilisations through time gone by and more recently.
- I can recognise and describe differences and similarities / changes and continuity between different periods in history.
- I can describe a key event from Britain's past using a range of evidence from different sources.
- I can investigate how an aspect or theme has changed over time in the local area and offer my own views about this change. I can investigate how an aspect or theme has changed over time in the local area.

Examples of additional challenge

- I can appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.
- I can trace the main events that define Britain's journey from a mono- to a multi- cultural society.
- I can suggest why certain events, people and changes might be seen as more significant than others.

