

History at Alexandra Primary School: Chronology

Year 2

- Sequence 3 or 4 artefacts closer together in a time period
- Match objects to people of different ages
- Sequence photographs etc. from different periods of their life.
- Recount changes in their own life over time
- Put 3 people, events or objects in order using a given timeline

Year 3

- Place times, events and periods on a time line.
- Use terms related to the unit or period of study and begin to date events
- Sequence several events or artefacts
- Understand more complex terms e.g. BC & AD, century, decade

Year 4

- Place times, events and periods on a time line –Year 3 to 4 learning
- Name and place dates of significant events of the period on a timeline
- Show understanding of BC and AD
- Use words and phrases – century, decade, ancient civilisations, topic specific vocab

Year 1

- Children begin to use terms related to time passing e.g. old, new, now, then, yesterday
- sequence events in their living memory
- Sequence artefacts from distinctly different periods of time
- Match objects to people of different ages.
- Sequence some events of an historical person

Early Years

- Children are able to describe that things have happened in the past in their own living history.

Perform

Aspire

Succeed



Year 5

- Place events and periods on a time line in relation to previous events and periods studied.
- Know and sequence key events of time studied
- Use relevant terms and period's labels and dates
- Make comparison between different times in the past
- Sequence up to ten events on a timeline

Year 6

- Sequence up to 10 events on a timeline
- Place current area of study on a timeline in relation to other studies previously taught
- Make comparisons between different times in the past
- Use words and phrase for movement or times of change: industrial revolution, renaissance, classical period, cold war
- Use key timelines to demonstrate changes and development in a key area (culture/art, technology, religion)

The learning doesn't stop here!

GO



History at Alexandra Primary School: Historical knowledge

Year 2

- Recognise why people did things, why events happened and what happened as a result.
- Recount the main events from a significant event in history
- Use a range of sources to describe differences between then and now
- Use drama to develop empathy and understanding.

Year 3

- Find out about everyday life in the time studied and begin to use evidence to support these ideas.
- Compare similarities and differences with our life today.
- Identify some reasons for and the results of people's actions / or a particular event (cause and effect).

Year 4

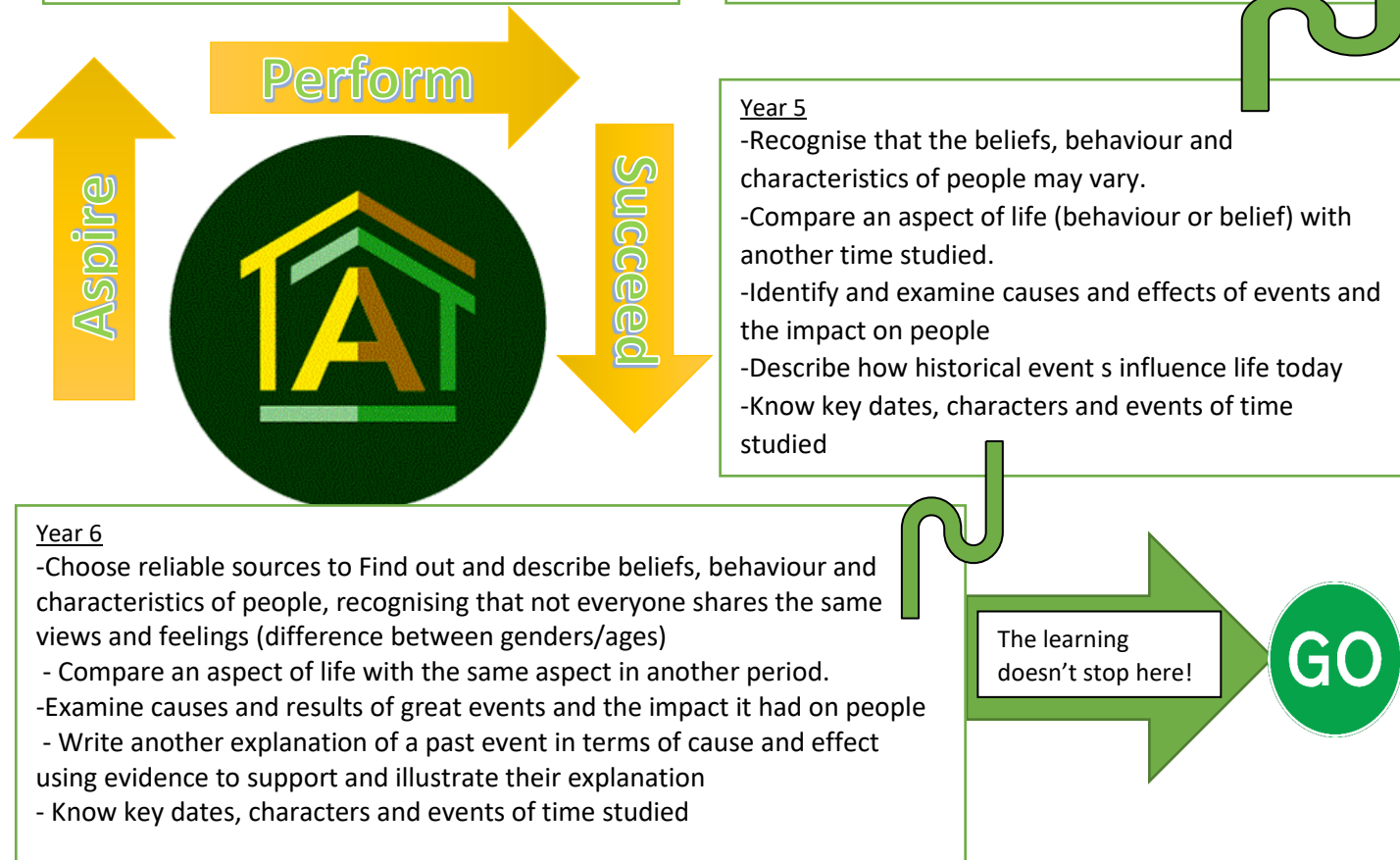
- use evidence to reconstruct life in time studied
- Identify key features and events, ideas, beliefs and attitudes of the time studied
- Look for link and effects in time studied
- Offer a reasonable explanation for some events
- Describe how some of the past events affect life today

Year 1

- Tell the difference between past and present in their own lives and other people lives.
- Listen to eye-witness accounts from grandparents.
- Use drama-why people did things in the past.
- Find out about people and events in other times.

Early Years

- Children can make comments about things from the past
- start to use time terms such as; now, then, yesterday, old, new



Year 6

- Choose reliable sources to Find out and describe beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings (difference between genders/ages)
- Compare an aspect of life with the same aspect in another period.
- Examine causes and results of great events and the impact it had on people
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Know key dates, characters and events of time studied



History at Alexandra Primary School: Enquiry

Year 2

- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
- Sort artefacts 'then and 'now'.
- Sequence collections from different periods- similarities and differences.
- Use a source- handle, question, observe, sketch.
- Use questioning- why, what, who, how, where.

Year 3

- Use a range of sources to build an understanding of a past period or event.
- Look at 2 versions of the same event and identify differences.
- Select relevant information and material to present an aspect of historic life.
- Use the library and the internet for research.
- Observe small details – artefacts, pictures
- Ask a variety of questions to further their own understanding

Year 4

- Use evidence to build up a picture of a past event
- suggest sources of evidence to help answer a question.
- Give reasons why there may be different accounts of history.
- Choose relevant material to present a picture of one aspect of life in past times
- Ask a variety of questions when offered an explanation
- Use the library and internet for research

Year 1

- Find answers to simple questions about the past from sources of information e.g. artefacts
- Look at pictures and objects from the past and ask questions
- Distinguish between old and new
- Use questioning- what, who, where

Early Years

- personal history and how they have changed
- Significant past events such as birthdays and festivals



Perform

Aspire



Succeed

Year 5

- Recognise primary and secondary sources
- Use a range of sources including artefacts to build up a picture of a past time.
- Select relevant sections of information.
- Bring sources together to provide a fluent account of an historical event.
- Bring together knowledge gathered from several sources in a fluent manner.
- Confidently use the library and the internet for research.

Year 6

- Use evidence to build up a picture of life in time studied.
- Use a range of primary and secondary sources to find out about aspects of past times.
- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
- Bring knowledge gathered from several sources together in a fluent account
- Understand that some evidence is propaganda and this affects interpretation of history.

The learning doesn't stop here!

GO

History at Alexandra Primary School: Interpretations of history

Year 2

- Compare 2 versions of a past event
- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/ accounts/stories
- use information to describe similarities and differences between then and now.

Year 3

- Identify and give reasons for different ways in which the past is represented
- Distinguish between different sources
 - compare different versions of the same story
- Look at representations of the period – museum, cartoons etc

Year 4

- Look at the evidence available
- Identify and give reasons for different ways in which the past is represented.
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge to develop understanding of the past and to pose historical questions.

Year 1

- Use stories to encourage children to distinguish between fact and fiction
- Compare adults talking about the past (how reliable are their memories?)
- Compare pictures or photographs of people and events from the past.

Early Years

- Use stories to support to develop historical vocabulary and support discussions
- use pictures to make comparisons of now and then

Year 6

- Link sources and work out how conclusions are arrived at.
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Confidently use the library and internet for research analyse historical events including the reasons for and the results of.

Year 5

- Appreciate the significance of historical events and give reasons why some events are more significant
- Offer some reasons for different versions of events
- Devise historical questions and independently use a range of reliable sources to find the answer
- Link sources and work out how conclusions are arrived at.

Perform

Aspire

Succeed



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History at Alexandra Primary School: Communicate knowledge

Year 2

- Children can write simple stories and recounts about the past.
- Annotate photographs
- use drama or role play
- Make models
- Various Writing forms
- Time lines

Year 3

- Communicate knowledge and understanding in a variety of ways- discussions, pictures, writing, annotations, drama, models.
- Use dates and vocabulary related to the topic accurately.
- Suggest different ways of presenting information for different purposes.

Year 4

- Present findings about the past using different genres of writing, diagrams and drama, Maths (data handling), ICT
- Use dates and subject specific words such as monarch, settlement, invaders accurately.

Year 1

- Children can sort events and objects into groups (i.e. then and now)
- Discussion of pictures drawn by the children.
- Drama/Role play
- Models
- Writing about things from the past.

Early Years

- Children can share their ideas through talk, drawing and emerging writing/mark making.



Perform

Aspire



Succeed

Year 5

- Present structured and organised findings about the past using a variety of presentation methods shows awareness of an audience.
- Fit events into a display sorted by topic time.
- Can use appropriate terms, matching dates to people and events

Year 6

use a variety of ways to communicate understanding including extended writing.

I can plan and present a self-directed project.

Work independently and in groups showing initiative.
Plan and carry out individual investigations.

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GO