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| **Chronological understanding** | **Range and depth of historical knowledge**  **An overview of world history** | **Investigation and Interpretations of history** | **Historical enquiry** | **Organisation and communication** | **Historical periods** |
| I can place the time being studied, artefacts and historical figures on a timeline using dates | I can find out about the everyday lives of people in time studied  I can use evidence to reconstruct life in time studied | I can identify and give reasons for different ways in which the past is represented | I can ask questions and use a range of sources to find out about a period  I can suggest suitable sources of evidence and use it to build up a picture of a past event | I can communicate my knowledge through: Discussion  Drawing pictures Drama/role play  Making models  Writing  Using ICT | **Y3** Changes in Britain from the  Stone Age to the Iron Age |
| I can use dates and terms related to the study unit and passing of time | I can compare life then with our life today  I can identify key features and events of time studied | I can distinguish between different sources – compare different versions of the same story | I can observe small details – artefacts, pictures | I can use appropriate historical vocabulary to communicate: *dates, time period, era, change, chronology* | **Y3** The Roman Empire and its  impact on Britain |
| I can sequence several events or artefacts | I can identify reasons for and results of people's actions  I can offer a reasonable explanation for some events | I can look at representations of the period – in museum, cartoons, art work, poems etc | I can select and record relevant information relevant to the study |  | **Y3** Britain’s settlement by the  Anglo Saxons  The saxon struggle for the Kingdom of England to the  time of Edward the Confessor |
| I can begin to date events | I can give a broad overview of life in Britain through various time periods | I can suggest causes and consequences of some main events in history | I can use the library and internet for research |  | **Y4** The Viking struggle for the Kingdom of England |
| I can understand more complex terms eg BC/AD | I can compare and look for links and effects in time studied | I can begin to evaluate the usefulness of different sources and begin to explain why they might be different | I can choose relevant material to present a picture of one aspect of life in time past |  | **Y4** A study of an aspect in  British history that extends knowledge beyond1066  Tudors |
| I can begin to note contrasts and trends over time | I can describe changes that have happened in the school or locality over time | I can use more than one source of evidence to gain a more accurate understanding | I can ask a variety of questions |  | **Y4** The achievements of an  early civilization  Ancient Egyptians |

 Progression in History Lower KS2