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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 sequence events in the time studied | I can give a broad overview of life in Britain in periods studied and some major events from the rest of the world  | I can compare accounts of events from different sources – fact or fiction  | I can identify primary and secondary sources and give reasons for my choice of source | I can recall, select and organise historical information  | **Y5** A study of an aspect in British history that extends knowledge beyond1066 The Victorians |
| I can place the current study on a time line in relation to other studies done | I can examine causes and results of great events and the impact on people and explain them using evidence  | I can offer some reasons for different versions of events and am aware that no single source gives the full answer to questions about the past | I can use a range of evidence to build up a picture of an aspect of a past event | I can communicate my knowledge and understanding using:Discussion, Drawing pictures Drama/role play, Making modelsWriting ICT | **Y5** Ancient Greece – study of Greek life and achievements and their influence on the western world |
| I can use relevant terms and period labels *e.g: social, religious, political, technological, cultural* | I can describe the social, ethnic, cultural or religious diversity of the past | I can link sources and work out how conclusions were arrived at  | I can make deductions about the past using sources of evidence | I can select and organise information to produce structured work, making appropriate use of dates and terms. | **Y5/6** A local studyHow is national history reflected in the localityA historic site dating from a period beyond 1066 |
| I can make comparisons between different times in the past | I can compare an aspect of life with the same aspect in another period  | I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion  | I can understand how knowledge from the past is constructed from a range of sources | I can use appropriate historical vocabulary to communicate: *dates, time period, era, civilizations, change, chronology, continuity, century, decade, legacy* | **Y6** A study of an aspect in British history that extends knowledge beyond1066 WW2 |
| I can use dates and terms accurately in describing events | I know key dates, characters and events of time studied | I am aware that different evidence will lead to different conclusions  | I can bring knowledge from several sources together in a fluent account | I can use original ways to present information and ideas | **Y6** A non-European society that provides contrast with British History – e.g Mayan, Benin, Islamic |
| I understand the concepts of continuity and change over time, representing them along with evidence on a timeline | I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings including the experiences of men, women and children  | I can confidently use the library and internet for research | I can refine lines of enquiry as appropriate |  |  |

 Progression in History Upper KS2