

Name:		Year group joined/date:			SEND/EI		PP: Yes/No
History							
Year 1 Developing	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded
Talk in a group about past and present events in their own lives.	Talk in a group about an event that has happened in Britain's past.	Recount and record at least 3 facts from a historical event or life.	Recap the main events from a particular period in history.	Give fact based reasons why certain events happened and people acted the way they did.	Within each topic describe significant features of 2 different societies and make comparisons.	Within each topic analyse the consequences of key events, actions of significant figures and developments.	Analyse cause, consequences and events and create structured and evidentially supported accounts.
Give at least 3 reasons why lives were different in the past.	On 2 separate occasions recap an event from the past and identify at least 2 of the main differences between then and now. <i>These should be used to reveal aspects of change in national life.</i>	Recognise at least 2 similarities and differences between life in different periods? <i>These should be used to reveal aspects of change in national life.</i>	Explain how something from the past has had an effect on our lives.	Make a comparison between 2 different historical periods and comment on similarities and differences.	Recognise and describe important similarities and differences/change and continuity between 2 different historical periods.	Describe different societies and periods from History and make links between features within and across different periods.	Confidently articulate the connections, contrasts and analyse trends within periods and over increasingly longer arcs of time.
	Use the following common words and phrases relating to the passing of time. Old/new, past, a long time ago, then/now, before/after, in the olden days	Place 5 events or people on a pictorial timeline applying previously learnt vocabulary.	Plot a timeline using given dates.	Independently create a timeline with given events.	Understand how the current topic fits into a given historical chronology.	Place the current history topic onto an independently created historical chronology.	Demonstrate an understanding of the worlds simultaneous chronology.
	Recognise and talk about 2 different ways of finding out about the past.	Understand how to use different ways of finding out about the past including ICT.	Use a variety of given sources to answer questions and gather information.	Look at 2 contrasting versions of events and explain how they are different and how they attempt to persuade or give a particular viewpoint.	Give reasons why a particular event or person might be viewed and interpreted differently.	Describe and begin to analyse possible bias in different interpretations of events in History.	Can confidently discern how and why contrasting arguments and interpretations of the past have been constructed.
	On 2 separate occasions answer	Within each topic ask and answer	Within each topic construct fact	Within each topic construct fact	Within each topic construct more	Within each topic construct balanced	Within each topic create relevant,

	simple closed questions to demonstrate my understanding of key features of a particular event within each topic.	higher order questions to demonstrate my understanding of key features of each topic.	based responses to higher order questions from given historical sources.	based responses that involves independent research.	informed responses that involve the selection of relevant information.	responses from independent research demonstrating the impact that bias might have.	structured and evidentially supported accounts in response to a valid enquiry.
Below age related expectations							
At age related expectations							
Exceeding age related expectations							

Didn't want to put specific topic statements within any one year group and cant guarantee that they'll be done within that year. These skills above should be used within your history topics of the year, use the long term plan to decide what area of history to cover and this to decide how you'll teach it.