



NB: Although the separate points do not represent precise linear development, generally they become more challenging as they go down the page.

Key Stage History	Chronological Understanding	Cause and Consequence	Change and Continuity	Organisation & Communication	Historical Enquiry
Key Stage 1 Objectives	<ul style="list-style-type: none"> • Can describe differences between him or herself as a baby and as he or she is now. • Sequences images of themselves as baby, toddler and infant. • Can sort pictures and objects, matching them to babies, children and adults. • Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales). • Realises that images from nursery rhymes are not from nowadays by reference to some period detail, eg: clothes, objects no longer used. • Grasps that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme. • Uses simple timelines to sequence processes, events and objects within their own experience, e.g. stages of washday, something very old, old and new • More confident in use of terms 'old' and 'new'. • Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'. • Understands that the world was different in the olden days. • Can follow logic of fiction titles such as 'Once there were giants'. • Can sequence within clock and to some extent in calendar time. E.g. 2 when in the year Bonfire Night occurs. • Realises that we use dates to describe events in time, eg: 1666 for the Great Fire of London. • Can sequence parts of more complex story where action takes place over a long period of time, eg: realises that Florence's life can be divided into phases – before she went into nursing, when she was at the Crimea, the long period afterwards. • Can use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time). • Can describe change over time using appropriate words and phrases to suggest 	<ul style="list-style-type: none"> • Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'. • Can explain why they took the action they did when discussing 'myself' • Can give a simple reason why a real person acted as they did in a historical situation, Many children will be able to give more than one reason if the context is simple enough, e.g. 'the Great Fire spread because the houses were made of wood and because they were close together'. • Can give simple consequences of somebody's actions, e.g. 'because of the things Florence Nightingale did, soldiers got better and hospitals were cleaner'. • Can give clear explanation of an important event, offering two or three reasons why an event took place, • Can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent. • Children's understanding of consequence may lag a little behind that of cause but still expect them to give two main effects of the Great Fire (e.g. 'houses were built of stone or brick, the streets were wider and straighter') or of Florence's actions (e.g. 'she helped the soldiers to get better, she improved hospitals (making them more hygienic) and she developed the nursing profession'). • Pupils are able to give a few consequences of events/people's actions, e.g. giving a convincing explanation of 'why we remember Florence Nightingale'. 	<ul style="list-style-type: none"> • Children can see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc. • Then and now. Children should spot significant differences, eg: what classrooms and lessons were like, or grasp that Guy Fawkes would not fax or phone his conspirator friends. • Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs. • Can describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, eg: in pictures, can describe and explain a mangle. • Children understand the concept of "change". Pupils contrast not just "now and then" but "now, then and another then" • Can offer reasons why simple changes occur, eg: why holidays today might be considered more enjoyable than those 100 years ago and vice versa. • Children include more depth of period detail children in their answers, with widespread use of precise terms. • Children can also see that not everyone in the past had the same experience, eg: when studying Victorian Christmas, children grasp that the poor had very little food to eat and very modest presents, whereas the rich had a very different experience. 	<ul style="list-style-type: none"> • Can talk about pictures of themselves using appropriate vocabulary, eg: 'when I was a baby ... '. • Will write simple captions – some will write elementary sentences to describe, e.g. an old teddy. Can label/annotate simple drawings of washday artefacts and items in a typical Victorian laundry, possibly using a key. • Can write four or five captions, possibly using connectives, to show the sequence of washday activities. • Can write simple sentences describing an event, e.g. Grace Darling's rescue. • Can orally retell the main episodes of famous past events e.g. the Gunpowder Plot, in the correct sequence and write captions to accompany sequenced pictures. • Can write simple sentences containing period-specific detail. • Label and annotate a picture, showing awareness of significant features not seen today • Make increasing use of period specific vocabulary • Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl • Can explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas • More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'. • Make increasing use of subject-specific precise vocabulary, e.g. timber-framed buildings, thatch during the Great Fire. 	<ul style="list-style-type: none"> • Can find an answer to a question by looking at a simple picture, eg: of a nursery rhyme – which of these lights did Wee Willie Winkie carry? • Can say whether a picture is of a baby or a toddler and explain why. • Can point to familiar images in pictures of themselves and their own family. • Can describe the main features of an artefact. • Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories. • Can make deductions about artefacts, spotting clues to function and use and can talk about, for example: how obvious domestic items connected with washday would have been used, possibly through simple role play. • Can consult and use information from two simple sources to find information, eg: 'how can we tell this teddy is old? Because it looks like the one in the book'. • Can find answers to questions about objects by looking in books. • Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books. • Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers. • Can draw simple conclusions about their own lives and others around them by reference to clues in evidence, e.g: 'I know this is a picture 2 of me when I was three because there are three candles on the cake', 'I don't play with that toy now' or 'my baby brother was just born'. • Children are able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly. • Children spot the differences between sources and come to a conclusion as to the most common view. • Able pupils make deductions from photographs, going beyond the literal and what can be seen



	<p>the more distant past, e.g. in Victorian times.</p> <ul style="list-style-type: none"> • The more able can describe relative lengths of time e.g. when Florence was at Crimea compared to after the war. 				<ul style="list-style-type: none"> • Able pupils will realise that there are potential weaknesses in eye witness accounts such as Pepys'.
<p>Key Stage History Key Stage 2 Objectives</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Can confidently spot major anachronisms from most periods studied when compared with today; • Can sequence events in simple narrative e.g. Boudicca's revolt; • Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification; • Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s; • Can talk about the past in terms of periods e.g. Egyptian, Roman; • Realises that Ancient means thousands of years ago; • Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings; • Can use some key dates as important markers of events e.g Caesar's landing, Claudius' invasion, Boudicca's revolt; • Uses more sophisticated time markers within, as well as between 2 periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year; • Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life; • Can use dates and specific terms confidently to establish period detail • Can successfully match simple iconic images to each of the periods studied; • Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Victorian architecture. 	<p>Cause and Consequence</p> <ul style="list-style-type: none"> • Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade; • Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people; • Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action; • Moving from two causes to realising that you need to give several causes to explain some events; • Moves away from simply listing to trying to give a little detail about each cause; • Realises that events usually happen for a combination of reasons, even though there is still some element of listing; • Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe; • Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently; • Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen; • Explain an event with reference to abstract ideas such as long and short-term or events building up; • Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think; • By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way 	<p>Change and Continuity</p> <ul style="list-style-type: none"> • Sees simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age • Progresses to recognise changes over shorter period e.g. between Old Stone Age and New Stone and Age and between the Bronze Age and the Iron Age • Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles • Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled • Grasps that change can happen quite quickly and can be reversed e.g. struggle between the Saxons and Vikings • Some changes are much more significant than others • Some changes are called a revolution because of the scale and widespread nature • Some changes are relative slow others happen very rapidly e.g. population growth and balance of rural and urban population in Victorian times • Not all change is welcomed by everyone e.g. Victorian railways. There are winners and losers e.g. factory owners and to workers • Sees that some changes lead to others e.g. inventions in power affect transport factories etc. • Understands what is meant by a turning point 	<p>Organisation & Communication</p> <ul style="list-style-type: none"> • Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations; • Answers contain some simple period-specific references; • Writes in simple and accurate, sequenced, sentences when narrating what happened in the past; • Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas; • Begins to sustain an answer, providing some supporting evidence; Ideas are beginning to have some shape, though not yet structured in paragraphs; • Can use appropriate ways of communicating their understanding; Answers are structured and provide supporting evidence for statements made; • Able to see two sides of a question and can offer arguments on both sides; • Answers are relevant to the question set; 2 • Widespread use of period specific detail to make the work more convincing and authentic; • When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes; • Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing; • Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think. 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Children extract simple information from text/pictures/objects showing basic comprehension • Children make simple deductions about what text means based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict. • Children start combining information from more than one source e.g. CDROM, compared with video, oral evidence. Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. • Children see that some sources are more useful than others and can explain why. • Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, "We cannot tell for sure" or "Most evidence suggests" • Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders. • Can consider the worthiness of a source by reference to what is known about the topic. e.g. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience? • Offers substantiated reasons why some sources might be treated cautiously