

History

History

Chronology

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
To be able to make sense of their own history and life story.	To be able to map their own family on a basic timeline.	To be able to use historical figures or significant historical events, from any time in history, place those figures / events on the timeline (adult led)	To be able to place a significant historical event on their own timeline, with support	To be able to order important events in a historical figures life or order significant events in a historical event (e.g. chorology of moon landings or timeframe for GFoL)	To be able to sort or order unknown objects / artefacts over time and discuss reasons	To be able to independently place a significant historical event on their own timeline and give reasons for doing so			

Change and Continuity

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
To be able to identify and discuss, as they as children, have changed over time	To be able to compare how their life and the lives of their family are different at the same age	To be able to begin to understand that their lives are different because of changes over time e.g. changes in technology, environment etc	To be able to identify what changes have happened e.g. in society or physical changes, due to a significant historical event	To be able to understand that their lives are different because of changes over time or significant historical events e.g. changes in technology, environment etc	To be able independently explain what changes have happened over time and, begin to give reasons, linked to a significant historical event or person				

Cause and Consequence

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
To be able discuss why they have changed e.g. no longer need a nappy	To be able to discuss, in simplistic terms, why things have changed over time .e.g. improvements in technology / materials and understanding	To be able to explore the motivation and consequences of a significant person or event and why this has changed the understanding of how we live now	To be able to explain and give reason to the motivation and consequences of a significant person or event and why this has changed the understanding of how we live now						

History Continued

Significance									
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
To be able to identify a special memory from their own lifetime	To be able to look at people today in society and how their roles are significant to our lives e.g. Fireman	To be able identify significant people in history and compare their actions to others and begin to say why they were significant	To be able to say how events and people from history are still recognised today and how their significance have changed over time	To be able understand why events and significant historical figures are still talked about today	To be able to identify events, traditions and stories that we have today that have come from the past				
Interpretation & Historical Enquiry									
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
To be able to know that I can learn about my living past through, photos, videos and talking to my significant adults.	To be able to ask questions about my past through primary sources	To be able to use a range of secondary sources, with support, to find about significant people and events.	To be able to pose questions that could be answered by a primary source	To be able to explain that we learn about the past through primary and secondary sources	To be able to know the difference between a primary and secondary source	To be able to recognise that certain sources can be interpreted in different ways	To be able to use a range of primary and secondary sources to learn about the past	To be able to use primary and secondary sources to develop my own views of the past and interpretations	