

# HISTORY *Understanding chronology*

Step 1  
I know the difference between past and present. I can tell you some things about my life now and before I started this school.

I can place a few events (things that happened) and objects (things) in the right time order.

When talking about things that happened in the past I use words and phrases (like "yesterday", "last year", "before I started school", "when I was at nursery", "before I was born", "when my mum was small", etc.) correctly.

Step 2  
I can use historical words properly when talking about events (things that happened) in the past.

I can put events (things that happened) and objects in the right time order.

I can talk and write about some ways that my life is different to the way people lived in the past.

Step 3  
I know the names people use for some different periods in history.

I can tell you the order of the different periods of history I have learned about.

I can compare different periods of history (picking out some things that are the same and some things which changed between different periods).

I know some dates and historical words and phrases and use them correctly.

Step 4  
I can describe the important features of past societies and times (of both Britain and the wider world), including facts about what things were like in those days.

I use my factual knowledge and my understanding to compare different times in history (identifying changes that occurred during the period of history I am studying and changes between one period and another).

Step 5

# HISTORY *knowledge and understanding of events, people and changes in the past*

Step 1  
I can talk about some things that happened in the past and about stories I know which tell us about the past.

Step 2  
I can talk and write about some things that happened before I was born or can remember.

I can sometimes pick out reasons why people in the past did particular things.

Step 3  
I can talk and write about some important events, people and changes that took place in the period of history I am studying.

I can usually give a few reasons for these important events and changes and can point out a few results (effects) of these changes.

Step 4  
I can describe some of the main events, people and changes in a historical period.

I give some good reasons why some important events and changes happened and some of the important results of these events and changes.

Step 5  
I show good knowledge of aspects of the history of Britain and the wider world by

(a) the detailed descriptions I give of past societies and periods

(b) the links, similarities and differences I can identify between them

(c) my detailed descriptions of events, people and changes that took place and

(d) the links that I can point out between different events and changes in the period

I give sensible reasons for events and changes that took place and the results of these events and changes.

# HISTORY *Interpretation and enquiry*

Step 1  
I have found out some things about the past from books, pictures and stories.

Step 2  
*I can sometimes point out objects, pictures and text that can give me information about what life was like in the past.*

I can look at pictures, writing and objects made in the past and use the facts I notice to help me answer questions about the past.

Step 3  
*I can point out pictures, maps, texts and artefacts\* which can tell me about life in the past.*

I can use pictures, text, books, and artefacts to help me answer questions in history.

I can make some inferences from the information I find from pictures, text, books, and artefacts.

(\*objects made in the past).

Step 4  
*When I examine sources of evidence in history (e.g. texts, pictures and artefacts), I can sometimes point out parts which show someone's viewpoint (interpretation) about what happened and what things were like.*

*I can sometimes pick out different viewpoints about something in the past in the different sources of information I examine.*

To answer questions, I try to use facts and ideas from different sources of information.

I pick out the relevant information I need from my sources and I also make sensible inferences.

Step 5  
*I can point out examples of ways in which events, people and changes in the past have been interpreted in different ways and can make my own suggestions for why this might have happened in different cases.*

I have started to think carefully about the sources of evidence available and (using my knowledge and understanding) can give reasons why I think some are more trustworthy and more useful for my task than others.

I check and compare facts in different sources, trying to cross-reference information.

