

## Expectations in History

History Expectations - A Year 1 Historian

Pupil's Name: \_\_\_\_\_

EXPECTATIONS	SEEN	SECURE
<b>Chronology</b>		
I can use words and phrases like: old, new and a long time ago.		
<b>Range and Depth of Historical Knowledge</b>		
I can describe important events. I may use dates.		
I can explain what an object from the past might have been used for.		
<b>Interpretations of History</b>		
I can recognise that some objects belong to the past.		
I can explain how some people have helped us to have better lives.		
I can spot old and new things in a picture.		
I can describe significant people from the past.		
<b>Historical Enquiry</b>		
I can ask and answer questions about old and new objects.		

## Expectations in History

History Expectations - A Year 2 Historian Pupil's Name: \_\_\_\_\_

TARGETS	SEEN	SECURE
<b>Chronology</b>		
I can use words and phrases like: before, after, past, present, then, now, decades and centuries.		
I can use key dates.		
I can place events and artefacts in chronological order.		
<b>Range and Depth of Historical Knowledge</b>		
I can recount the life of someone famous from Britain who lived in the past. I can explain their actions.		
<b>Interpretations of History</b>		
I can begin to compare life in a historical period to our life now.		
I can find out things about the past by talking to an older person.		
<b>Historical Enquiry</b>		
I can research the life of a famous person from the past using different sources of evidence.		
I can ask and answer questions using books and the internet.		
I can ask and answer questions about a period in time from artefacts and stories.		
I can observe and handle evidence to find answers to the past.		

## Expectations in History

History Expectations - A Year 3 Historian Pupil's Name: \_\_\_\_\_

EXPECTATIONS	SEEN	SECURE
<b>Chronology</b>		
I can describe events from the past using dates, time periods and eras.		
I can place events and artefacts on a timeline using dates.		
I can use a timeline within a specific period of history to set out the order that things may have happened.		
<b>Range and Depth of Historical Knowledge</b>		
I can begin to understand there is a range of sources from which we can gather evidence.		
I can begin to identify suitable sources of evidence from a selection provided by an adult.		
<b>Interpretations of History</b>		
I can use appropriate historical terms (relating to our topics).		
I can explore and compare two versions of an event.		
I can compare life in two different eras.		
<b>Historical Enquiry</b>		
I can use more than one source of evidence to give an opinion.		
I can begin to devise historically valid questions.		

## Expectations in History

History Expectations - A Year 4 Historian Pupil's Name: \_\_\_\_\_

EXPECTATIONS	SEEN	SECURE
<b>Chronology</b>		
I can plot events, artefacts and important dates on a timeline.		
I can use a timeline and identify when periods started and ended.		
<b>Range and Depth of Historical Knowledge</b>		
I can offer a reasonable explanation for events.		
I can form opinions based on trends over time.		
I can describe different accounts of historical events and explain why they differ.		
<b>Interpretations of History</b>		
I can use appropriate historical terms (relating to our topics).		
I can compare and contrast two time periods in Britain (Victorian schools).		
I can understand there are a range of sources from which we can gather evidence.		
I can explain why there are different accounts of history.		
I can use evidence to explain these differences.		
<b>Historical Enquiry</b>		
I can begin to select and organise evidence of historical information to present my ideas.		
I can devise historically valid questions.		

## Expectations in History

History Expectations - A Year 5 Historian Pupil's Name: \_\_\_\_\_

EXPECTATIONS	SEEN	SECURE
<b>Chronology</b>		
I can use timelines to place and sequence local and national events.		
I can compare two or more historical periods; explaining things that have changed and things that have stayed the same.		
<b>Range and Depth of Historical Knowledge</b>		
I can describe the characteristics of the past including significant differences between groups of people (e.g. men and women, Persians and Spartans).		
I can compare an historical period with Ancient Greece.		
I can describe and explain a broad overview of life in Britain and other main events in history.		
<b>Interpretation of History</b>		
I can understand the influence the Ancient Greeks had on the Western world.		
I can select suitable sources of evidence, giving reasons for choices.		
I can use sources of evidence to deduce information about the past.		
I can begin to evaluate sources of evidence referring to reliability.		
I can use appropriate historical vocabulary.		
I can give clear reasons why there may be different accounts of history.		
I can understand that the past has been represented in a variety of ways and can explain some of these.		
<b>Historical Enquiry</b>		
I can devise historically valid questions.		
I can use appropriate historical terms (relating to our topics).		
I can begin to select and organise relevant historical information to present my ideas.		

## Expectations in History

History Expectations - A Year 6 Historian Pupil's Name: \_\_\_\_\_

EXPECTATIONS	SEEN	SECURE
<b>Chronology</b>		
I can use dates accurately in describing events.		
I can use timelines to compare some of the times studied with other areas of interests around the world.		
<b>Range and Depth of Historical Knowledge</b>		
I can describe the main changes in a period of history.		
I can suggest accurate and plausible reasons for how / why aspects of the past have been interpreted and represented in different ways.		
I can understand the concepts of continuity and change over time and use evidence to represent these (e.g. timelines).		
<b>Interpretations of History</b>		
I can use secondary and primary sources of evidence to deduce information about the past.		
I can identify continuity and change in the history of the locality of the school.		
I know that some evidence is propaganda, an opinion or misinformation.		
I can understand that some evidence has an impact on our interpretation of the past (e.g. propaganda).		
I can understand that no single source of evidence gives the full answer to questions about the past.		
I can construct informed responses about the past and select a wide range of sources to give evidence to my claim.		
<b>Historical Enquiry</b>		
I can select and organise relevant historical information to present my ideas.		
I can devise historically valid questions.		
I can use appropriate historical terms (relating to our topics).		