History Learning Journey

YEAR 6

I can find out about beliefs, behaviour and characteristics of people, recognising that these differ

I am aware that different evidence will lead to different conclusions

I can write an alternative explanation of a past event, using evidence to support this.

Use relevant dates and terms

I can consider ways to check the accuracy of interpretations

Crime and Punishment

I compare beliefs and behaviour with another time studied.

Know key dates, characters and events of time studies

Kingdom of Benin AD 900-1300

I bring knowledge from several sources together in a fluent account

Local Study - WW1

I study different aspects of different people

I can suggest omissions and the means of finding out

I link sources and understand how conclusions were formed

I use a range of sources to find out about an aspect of time past

I recognise primary and secondary sources

Place current study on a timeline in relation to other studies

I use the internet and library confidently and with discretion

I compare an aspect of life with the same aspect in another time

I can use the internet to research with increasing confidence

Ancient Greece (800-145BC)

Tudors (Beyond 1066)

I examine causes and results of great events and their impact on people

I know and sequence key events of the time studied

I use evidence to build a picture of a past event

YEAR 5

I use evidence to reconstruct life in the time studied

I use complex language ie BC/AD

I compare life in "early" and "late" times studied

Use terms related to the period of time and begin to date events,

I can place events from the time studied on a timeline

I am beginning to evaluate the usefulness of different sources

I compare accounts from different sources - fact or fiction

I am beginning to identify primary and secondary sources

I compare different times in the past

I use relevant terms and period labels

Romans (600BC - 476AD)

I can look carefully at available evidence

I can use the internet to research

I can offer reasonable explanations for some events

I look for links and effects in the time studied

Anglo-Saxons (410-1066 AD)

I identify key features and events of the time studied

I ask a variety of questions

Vikings (750-1060AD)

I can choose relevant material to present one aspect of life in a past time

I can sequence several events or artefacts

I can identify and give reasons for different ways in which the past is represented

I can compare different versions the same story

I can understand why people may have wanted to do things

I can investigate representations of the period studied

I use evidence to build a picture of events in the past

YEAR 4

Victorian era (1837-1901)

I can observe small details

I can use dates and times related to what I am learning about and the passing of time

I can use a range of sources to find out about a period

Stone Age to Iron Age

I can identify reasons for and results of actions in the past

I am beginning to develop research skills

I can find out about the everyday lives of the people in the time studied

Ancient Egypt (4500-332BC)

I can compare the lives of people in the past with the lives of people today.

I can describe memories of key events in my life.

I can sequence photos from different times in my life

YEAR 3

Place the timeline studied on a timeline

I can select and record relevant information

I can recognise why events happened in the past

Rosa Parks - Lives of significant individuals in the past who have contributed to national and international achievement (compare aspects of life in different periods with **Emily Davison**)

I can retell episodes that happened in the past

Local Study (Significant historical events, people and place in own locality) **Pirates/smuggling**

I can compare pictures or photos of people or events in the past

I can discuss the reliability of photos, accounts and stories

I can recognise why people did things in the past

YEAR 2

I can listen to adults talking about the past and say if their memories are reliable

I can observe or use a source to answer questions about the past

I can compare 2 versions of a past event)

I can identify differences between ways of life at different times

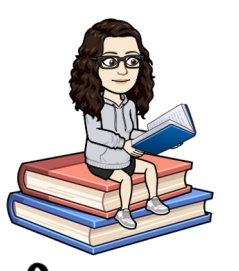
I can sequence artefacts that are close together in time

I know the difference between past and present in my own life

I can match objects to people of different ages

I can find answers about the past from a range of sources

YEAR 1



I can sequence 3 artefacts from very different time periods

Now and Then - changes within living memory - Toys/technology

I can use stories to tell the difference between fact and fiction

I can sequence events in my life.

Great Fire of London (Events beyond living memory that are significant nationally or globally)