

HISTORY	End of year Statements for ARE pupils					
AIMS:	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge and understanding of the history of the British Isles - how it was influenced and how it influenced the wider world.	I can describe a significant historical event in British history.	I can describe and explain the importance of a significant persons achievements on British history.	I can describe the changes in Britain from the Stone Age to the Iron Age. I can describe the Roman Empires impact on Britain.	I can describe the Anglo-Saxons impact on Britain. I can describe the Vikings impact on Britain.		I can describe Britain's impact on the world during the Victorian era. Describe what the impact of WW2 had on British life.
Understand and use a range of historical terms.	See individual year group Glossary for which historical terms each year group should be aware of. This glossary of terms will be built upon as they progress through the Federation.					
Understand historical concepts such as: cause and effect, continuity and change, similarity and difference.	I know that things change over time.	I know that things change over time and that some things don't change.	I can recognise differences between different time periods.	I can recognise similarities between different time periods.	I am able to devise historically valid questions about change, cause, similarity, difference and significance. I can understand why contracting arguments and interpretations occur.	I am able to construct informed responses that involve thoughtful selection and organisation of relevant historical information. I can acknowledge different perspectives including bias.
Understanding of how to use sources and evidence for historical enquiry	I know that photos and people's memories can help us learn about the past and use to answer questions about an event beyond living memory. I can explain how specific artefacts help us learn about the past.	I can recognise the importance of real sources and evidence to help us understand events in the past. I can build a bigger picture of a historical period using a range of source material e.g. photographs.	I can explain how we can use artefacts to help us understand the past.	I can choose the most important source materials for a task, showing awareness of a range of sources. I can describe how different types of evidence tell us different things about the past.	I can use a range of source materials to answer questions about the past that go beyond simple observations.	I am able to devise a line of historical enquiry that can be answered by using a range of sources.
Understand chronology.	I understand the concepts of past, present, future. I am able to use simple vocabulary to describe the passing of time e.g. long ago, now, then etc. I can place key events on a simple time line e.g. their lives.	I know that the further we go back in time, the more different life was. I am able to locate time periods and place them on a timeline.	I am able to recognise the difference between AD and BC. I can start to apply this knowledge to a timeline. I can show a developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.	I am able to divide the past into different time periods within a topic including BC and AD. I can demonstrate historical knowledge relating to time and chronology e.g. knowing some key dates.	I am able to place time periods from one topic within a timeline of another (e.g. Egyptians and Romans)	I can create from memory a timeline using dates, details and eras previously studied and be able to put new historical topics onto the timeline.
Understand historical change (including local history) over time	I can describe the life of a person in history. I can describe physical changes in our local area e.g. houses.	I know the importance of a significant individual in history and the reason for their fame. I can explain why there have been physical changes in our local area.	I can explain how a significant person or invention from a period influenced change. I can describe how national change or event affected the locality.	I can explain how significant historical figures contributed to national and international achievements. I am able to describe the positive or negative impact of changes.	I can describe how a significant individual or movement has influenced the UK or wider world.	I can describe how my own life has been influenced by a significant individual or movement. I can use my knowledge of historical change to predict what might happen in the future both locally and nationally.
Gain knowledge and an understanding of significant aspects of the history of the wider world		Have knowledge of some famous world events through the study of key historical figures.	Have knowledge of the legacy of the Roman Empire.	Have knowledge of oceanic exploration. Have knowledge of the legacy Ancient Sumer; Ancient Egypt; Indus Valley.	Have knowledge of the Space Race and its impact. Have knowledge of the legacy of the Ancient Greeks. Have knowledge of the legacy of the Shang Dynasty.	Have knowledge of polar exploration. Have knowledge of Ancient African kingdoms and the Slave Trade. Have knowledge of WW1. Have knowledge of WW2.
	This knowledge can be assessed through a variety of ways ranging from posters and presentations (KS1 / LKS2) to quizzes, debates and biased arguments (UKS2).					