

	Head	Hands
Toys	<ul style="list-style-type: none"> <li>• Can they put up to three objects in chronological order (recent history)? [1,2,3,4]</li> <li>• Can they use words and phrases like: old, new and a long time ago? [1,2,3,4]</li> <li>• Can they tell me about things that happened when they were little?</li> <li>• Can they explain how they have changed since they were born? [1]</li> <li>• Do they know that some objects belonged to the past? [1,2,3,4]</li> <li>• Can they begin to identify the main differences between old and new objects? [1]</li> <li>• Can they identify objects from the past, such as vinyl records? [1]</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they ask and answer questions about old and new objects?</li> <li>2. Can they spot old and new things in a picture?</li> <li>3. Can they answer questions using an artefact/ photograph provided?</li> <li>4. Can they give a plausible explanation about what an object was used for in the past?</li> </ol>
Kings and Queens	<ul style="list-style-type: none"> <li>• Can they recognise that a story that is read to them may have happened a long time ago?</li> <li>• Can they retell a familiar story set in the past? [2]</li> <li>• Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</li> <li>• Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? [2,3]</li> </ul>	
Significant Explorers	<ul style="list-style-type: none"> <li>• Do they appreciate that some famous people have helped our lives be better today? [2,3]</li> </ul>	
Heart		
<ul style="list-style-type: none"> <li>• Do they show an age-appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		

	Head	Hands
Nightingale and Mary Seacole London	<ul style="list-style-type: none"> <li>• Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? [1/3/5]</li> <li>• Can they explain why Britain has a special history by naming some famous events and some famous people? [2/4/5]</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they find out something about the past by talking to an older person?</li> <li>2. Can they answer questions by using a specific source, such as an information book?</li> <li>3. Can they research the life of a famous Briton from the past using different resources to help them?</li> <li>4. Can they research about a famous event that happens in Britain and why it has been happening for some time?</li> <li>5. Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</li> </ol>
The Great Fire of Florence	<ul style="list-style-type: none"> <li>• Can they use a range of appropriate words and phrases to describe the past?</li> <li>• Can they sequence a set of events in chronological order and give reasons for their order?</li> <li>• Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? [2/4/5]</li> <li>• Can they explain what is meant by a parliament?</li> </ul>	
Local Castles	<ul style="list-style-type: none"> <li>• Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>• Can they use the words 'past' and 'present' accurately?</li> <li>• Can they explain how their local area was different in the past? [1]</li> </ul>	
Heart		
<ul style="list-style-type: none"> <li>• Do they show an age-appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		

	Head	Hands
Stone Age to Iron Age	<ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: BC, AD and decade?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? [5]</li> <li>• Can they begin to picture what life would have been like for the early settlers? [1]</li> </ul>	<ol style="list-style-type: none"> <li>1. Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>2. Can they use primary sources of evidence to answer questions?</li> <li>3. Can they use secondary sources to piece together information about a period in history?</li> <li>4. Can they research a specific event from the past?</li> <li>5. Can they use their 'information finding' skills in writing to help them write about historical information?</li> <li>6. Can they, through research, identify similarities and differences?</li> </ol>
Ancient Egypt	<ul style="list-style-type: none"> <li>• Can they use their mathematical knowledge to work out how long-ago events would have happened?</li> <li>• Can they suggest why certain events happened as they did in history? [4]</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> </ul>	
The Railways	<ul style="list-style-type: none"> <li>• Can they explain how things have changed and advanced over time?</li> <li>• Can they describe the benefits of the growth of the railway to the United Kingdom?</li> <li>• Can they name important individuals linked to locomotives? [5]</li> <li>• Can they find positives and negatives within historical sources? [2/3]</li> </ul>	
Heart		
<ul style="list-style-type: none"> <li>• Do they show an age-appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		

History - Year Four

	Head	Hands
The Romans	<ul style="list-style-type: none"> <li>• Do they know that people who lived in the past cooked and travelled differently, and used different weapons from ours? [1]</li> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? [1]</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they research two versions of an event using a primary and a secondary source and say how they differ?</li> <li>2. Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</li> <li>3. Can they give more than one reason to support an historical argument?</li> <li>4. Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ol>
Local History	<ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they use their mathematical skills to round up time differences into centuries and decades?</li> <li>• Can they explain how events from the past have helped shape our lives? [3/4]</li> </ul>	
Anglo Saxons and Scots	<ul style="list-style-type: none"> <li>• Can they place periods of history on a timeline showing periods of time?</li> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people? [2/3]</li> <li>• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? [4]</li> </ul>	
Heart		
<ul style="list-style-type: none"> <li>• Do they show an age-appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		

	Head	Hands
Vikings	<ul style="list-style-type: none"> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? [4]</li> <li>• Can they describe some aspects of everyday Viking life based on evidence? [2/3]</li> <li>• Do they appreciate that significant events in history have helped shape the country we have today? [1/3]</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they make comparisons between early and late time periods?</li> <li>2. Do they appreciate how primary and secondary historical artefacts have helped us understand more about British lives in the present and past?</li> <li>3. Can they ask historically valid questions about change, cause, similarity and difference?</li> <li>4. Can they sequence times studied in relation to the chronology of other areas taught?</li> </ol>
Victorians	<ul style="list-style-type: none"> <li>• Can they use dates and historical language in their work? [1/4]</li> <li>• Do they have a good understanding as to how crime and punishment has changed over the years? [1/2]</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? [2/3]</li> </ul>	
Mayans	<ul style="list-style-type: none"> <li>• Can they describe historical events from the different period/s they are studying/have studied? [1/4]</li> <li>• Can they use their mathematical skills to work out exact time scales and differences as need be?</li> <li>• Can they construct informed responses that involve thoughtful selection and organisation of historical information? [2/3]</li> </ul>	
Heart		
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History - Year Six

	Head	Hands
WW2	<ul style="list-style-type: none"> <li>• Can they place a specific event on a timeline by decade? [4]</li> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they summarise how Britain has had a major influence on world history? [1/2/3]</li> </ul>	<ol style="list-style-type: none"> <li>1. Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> <li>2. Can they identify and explain their understanding of propaganda?</li> <li>3. Can they describe a key event from Britain's past using a range of evidence from different sources?</li> <li>4. Can they place current study on a timeline in relation to other times studied?</li> </ol>
Medieval Britain	<ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline? [4]</li> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied? [1/2]</li> </ul>	
Ancient Greeks	<ul style="list-style-type: none"> <li>• Can they recognise and describe differences and similarities/ changes and continuity?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they explain how Ancient civilisations have impacted our life today? [1/2]</li> </ul>	
Heart		
<ul style="list-style-type: none"> <li>• Do they show an age-appropriate desire to extend their own learning and find out more?</li> <li>• Do they actively share what they have found with others?</li> <li>• Do they show enthusiasm and commitment to the topic?</li> </ul>		