

Loseley Fields Primary School
History Curriculum – I can statements by year group/topic

Year One		<p>Each topic should cover some elements from each strand.</p> <p>Links to year group topics and to the progressions of skills document.</p>
		<p><i>Time periods studied</i> <i>Changes within living memory (focussing on life when their grandparents were children)</i> <i>Changes in Britain from the Stone Age to the Iron Age (focussing on the Stone Age)</i></p>
	Chronological understanding	<ul style="list-style-type: none"> • I can use common words and phrases relating to the passing of time. • I can use the words past and present to explain events. • I can sequence events in my own life. • I can sequence 3 or 4 artefacts or events from distinctly different time periods. • I can match objects (or photos of objects) to people of different time periods (<i>e.g. old and new toys, tools/equipment from current day and Stone Age</i>).
	Historical Enquiry	<ul style="list-style-type: none"> • I can show an interest in the past, e.g. when something happened or what life was like at different periods of time. • I can ask simple questions about the past. • I can use a variety of sources (artefacts, photos, first-hand accounts, simple texts) to answer questions and find out about the past.
	Range and depth of historical knowledge and understanding	<ul style="list-style-type: none"> • I can recognise the difference between the past and present in my own and other people's lives. • I can explain something I have learnt about the Stone Age. • I can recount stories that I have heard about the past, <i>e.g. stories about life in the Stone Age or when their grandparents were children.</i> • I can identify some ways that life in the past was different from my life (<i>e.g. games they play, toys they use, forms of transport they use</i>). • I can look at evidence from the past and give a simple reason why people may have acted the way they did (<i>e.g. why Stone Age people hunted animals</i>).
	Interpretations of history	<ul style="list-style-type: none"> • I can distinguish between fact and fiction in stories. • I can look at books, pictures, photographs and artefacts and understand that I could use these to help me make sense of the past. • I can understand that a story or memory about the past is not always reliable.
	Organisation and communication of ideas.	<ul style="list-style-type: none"> • I can talk about the past using simple chronological vocabulary. • I can act out events from the past using drama and role play. • I can draw and label pictures to show my understanding of people, objects or events from the past. • I can tell stories about the past using my writing skills. • I can make models (e.g. of objects or buildings) that show what something from a particular time period was like.

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Year Two		<p>Each topic should cover some elements from each strand.</p> <p>Links to year group topics and to the progressions of skills document.</p>
		<p><i>Time periods or significant events studied</i></p> <p><i>The Ancient Egyptians</i></p> <p><i>The Roman Empire in Britain</i></p> <p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England</i></p>
	Chronological understanding	<ul style="list-style-type: none"> • I can use words and phrases that describe the passing of time. • I can sequence photos or objects from different periods of my own life. • I can describe memories and key events in my own life and those of other people’s lives that I know about. • I can use simple chronological vocabulary when I am telling people about an event. • I can sequence people, events or objects/artefacts within a time-period that I am learning about (<i>e.g. events within the time period of Roman Britain, or the events within the time period of Vikings and Anglo-Saxons</i>).
	Historical Enquiry	<ul style="list-style-type: none"> • I can ask questions about what life was like for people in the past. • I can ask questions about what might have happened in the past. • I can try and work out how long ago something might have happened. • I can use a variety of sources (artefacts, photos, first-hand accounts, simple texts, visits to museums) and my own observations to answer questions and find out about the past.
	Range and depth of historical knowledge and understanding	<ul style="list-style-type: none"> • I can use evidence and information I have found out to describe the past. • I can recount the main events of a significant event or time period, giving some interesting detail (<i>e.g. the Roman invasion of Britain</i>) • I can recount the main events of the life of a significant individual, giving some interesting detail (<i>e.g. Tutankhamun</i>). • I can look at evidence and recognise why people did things or why events happened in the past and give reasons to explain this. • I can explain what happened as a result of an event or people’s actions (<i>e.g. impact of Roman invasion</i>) • I can identify differences between ways of life at different periods in history (<i>e.g. compare life in Roman times with life at time of Vikings or Anglo-Saxons</i>).
	Interpretations of history	<ul style="list-style-type: none"> • I can compare pictures or photographs of people or events in the past. • I can discuss the reliability of photos, pictures, paintings, accounts or stories. • I can compare two versions of a past event (<i>This can be through stories - e.g. think how the Romans would have felt about the invasion of Britain, compared to how the people of Britain would have felt?</i>)
	Organisation and communication of ideas.	<ul style="list-style-type: none"> • I can describe objects, events or the lives of people from periods in history that I have learnt about. • I can act out events from the past using drama and role play, including some specific detail about the event, person or time-period I have been learning about. • I can draw and label pictures and diagrams to show my understanding of people, objects or events from the past. • I can write stories about the past. • I can use timelines (including using ICT) to order events or objects. • I can place a significant person or event on a timeline. • I can make models (<i>e.g. of objects or buildings</i>) that show what something from a particular time period was like.

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Year Three		<p>Each topic should cover some elements from each strand. Links to year group topics and to the progressions of skills document.</p>
		<p><i>Time periods or significant events or individuals studied</i> <i>Local history study - Godalming (significant individual Jack Philips and life on the Titanic)</i> <i>Ancient Greece</i> <i>War of the Roses, the Reformation and the Tudors</i></p>
	Chronological understanding	<ul style="list-style-type: none"> • I can use a timeline to place different time periods, events or significant individuals from the past. • I can use dates and chronological terms related to the historical period I am studying. • I use words and phrases such as century or decade before and after to describe the passing of time. • I can name the date of significant events from the past that I have studied and place it in approximately the right place on a timeline. • I can sequence several events or artefacts. • I can understand that a timeline can be split into periods, (e.g. recent history, early 20th century, Victorians, Tudors, Romans, Ancient civilisations (building on periods studied in previous year groups)).
	Historical Enquiry	<ul style="list-style-type: none"> • I can ask a variety of questions about the time period I am studying. • I can use a variety of sources to find out about the past. • I can observe small details in pictures, photographs and artefacts. • I can suggest which sources would help me answer questions. • I can select and record information relevant to the event or time period I am studying. • I can begin to use the library and the internet for research into a time period, significant events or people.
	Range and depth of historical knowledge and understanding	<ul style="list-style-type: none"> • I can use a variety of sources to find out about everyday lives of people in the time period studied (e.g. compare lives of different the classes on the Titanic, find out what it was like to live in Godalming in Victorian times) • I can compare the lives of people in a particular time period with our life today. • I can identify reasons for particular actions or events, and what happened as a result of this (e.g. the events and impact of the reformation, or the dissolution of the monasteries) • I can understand the reasons why people may have wanted to do something. • I can begin to explain how the lives of rich and poor people from the past differed, and with support can use evidence to show this (e.g. within Godalming as part of local study, or different classes on the Titanic) • I can explain how somethings may have changed within a particular time period • I can notice connections and trends within the time periods studied.
	Interpretations of history	<ul style="list-style-type: none"> • I can identify and give reasons for the different ways which the past is represented. • I can distinguish between different sources and compare different versions of the same story. • I can look at and discuss a variety of representations of a period in history, e.g. cartoons, paintings, museum displays.
	Organisation and communication of ideas.	<ul style="list-style-type: none"> • I can organise and present my findings about the past using speaking, writing, drama, ICT, maths, drawings and diagrams. • I can add increasing amounts of detail when I communicate my findings, using historical terms and subject specific vocabulary. • I can use dates, timelines and chronological terms with increasing accuracy. • I can discuss the most appropriate way to present my information.

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Year Four		<p>Each topic should cover some elements from each strand.</p> <p>Links to year group topics and to the progressions of skills document.</p>
		<p><i>Time periods or significant events or individuals studied</i></p> <p><i>The Stuarts and the Union of the Crowns</i></p> <p><i>Charles I and the English Civil War</i></p> <p><i>The Plague and the Great Fire of London (and the monarchy at this time)</i></p> <p><i>Significant individual - Sir Francis Bacon and the scientific revolution</i></p>
	Chronological understanding	<ul style="list-style-type: none"> • I can use a timeline to place different time periods, events or significant individuals from the past. • I can use dates and chronological terms accurately. • I can understand the terms AD and BC and explain what they mean. • I can name the date of significant events from the past that I have studied and place them with reasonable accuracy on a timeline. • I can sequence several events or artefacts both within and across time periods I have studied. • I can understand that a timeline can be split into periods, including BC and AD (<i>building on periods studied in previous year groups</i>).
	Historical Enquiry	<ul style="list-style-type: none"> • I can ask a variety of questions about the time period I am studying and how it may compare to a previous time period I know about. • I can use a variety of sources to find out about the past. • I can use the library and the internet for research. • I can suggest which sources would help me answer questions. • I can use evidence I have gathered to build up a picture of a past event. • I can choose relevant material to present and communicate a picture of an aspect of life in the time period I am studying.
	Range and depth of historical knowledge and understanding	<ul style="list-style-type: none"> • I can use evidence to reconstruct life in the time studied (<i>e.g. life at the time of the Great Plague, or the Restoration</i>). • I can offer reasonable explanations for some events (<i>e.g. some of the events surrounding the Civil War, or the Restoration</i>) • I can look for links, connections and effects in the time period studied (<i>e.g. connections between politics and religion</i>). • I can compare the lives of people with different social standing or beliefs in the time period I am studying (<i>e.g. rich and poor, monarchy and subjects, catholics and protestants etc.</i>) • I can give reasons why changes may have occurred and back this up with evidence I have researched. • I can describe similarities and differences between some people or events in the time periods studied. (<i>e.g. compare the rule of different monarchs</i>) • I can notice connections, contrasts and trends within and between the time periods studied.
Interpretations of history	<ul style="list-style-type: none"> • I can look at and begin to evaluate the evidence available. • I can begin to evaluate the usefulness of different sources. • I can look at and compare a variety of representations of a period in history, e.g. cartoons, paintings, museum displays. • I can compare different versions of the same event and identify differences in accounts. • I can give a reason why there may be different accounts of history. • I can begin to understand that people (both now and in the past) can represent events and ideas in a way that persuades others. 	

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	Organisation and communication of ideas.	<ul style="list-style-type: none">• I can recall, select and organise information that I would like to present.• I can organise and present my findings about the past using speaking, writing, drama, ICT, maths, drawings, diagrams and maps.• I can use dates, timelines and chronological terms accurately.• I can show changes I have identified using my own devised timeline.• I can discuss the most appropriate way to present my information.• I can add historical detail when I communicate my findings, showing my knowledge and understanding of time period or event.
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Year Five		<p>Each topic should cover some elements from each strand.</p> <p>Links to year group topics and to the progressions of skills document.</p>
		<p><i>Time periods or significant events or individuals studied</i> <i>18th Century Britain - the Act of Union, party politics and the Jacobite rebellions</i> <i>Georgian Britain and details of how Britain gained an empire</i> <i>The French Revolution, Napoleon and the first French Empire</i> <i>The American revolution and the Declaration of Independence 1776</i> <i>The abolition of slavery in America and in British Empire</i></p>
	Chronological understanding	<ul style="list-style-type: none"> • I can use a timeline to place different events, time periods or political movements from the past. • I can name the date of significant events from the past that I have studied and place them in the right place on a timeline. • My timelines use a variety of key periods as reference points: BC (such as various Ancient Civilisations) and AD - Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians, today (<i>building on periods studied previously</i>). • I know and can sequence several events or artefacts both within and across time periods I have studied. • I make comparisons between different times in the past, describing the main historical changes of these times.
	Historical Enquiry	<ul style="list-style-type: none"> • I can ask a variety of questions about the time period I am studying and realise that there is often more than one answer to these questions. • I can begin to recognise primary and secondary sources of evidence. • I can choose reliable sources to collect evidence about the past, including documents, paintings/art, photographs, artefacts, music, historic buildings, visits to museums and historical sites. • I can use the library and the internet for research with increasing confidence. • I can use select relevant sections of information, using the evidence I gather to build up a picture of a past event.
	Range and depth of historical knowledge and understanding	<ul style="list-style-type: none"> • I can describe some of the main changes in a period in history using words such as social, religious, political, technological and cultural (<i>e.g. political changes in 18th century Britain, or the social changes at times in revolutionary periods</i>) • I can choose reliable sources of factual evidence to reconstruct aspects of life and people's actions in the time studied (<i>e.g. events and actions in the Jacobite rebellions</i>) • I can examine the course of different periods of history and the results of great events and look at the impact of this on people (<i>e.g. impact of French or American revolutions</i>). • I can compare different aspects of the lives of different types of people in the time period I am studying <i>e.g. rich and poor, Scottish and English, monarchy and subjects etc.</i> • I can give my own reasons why changes may have occurred and back this up with evidence I have researched. (<i>e.g. the American or French revolution, or the abolition of slavery</i>). • I can compare a particular aspect of life across different time periods, making comparisons with time-periods previously studied, noticing connections and trends over time (<i>e.g. life under the rule of different monarchs</i>).
Interpretations of history	<ul style="list-style-type: none"> • I can evaluate evidence and begin to choose the most reliable forms. • I can look at and compare a variety of representations of a period in history and give reasons why I think there may be differences in the accounts that these representations make. • I can explain that people (both now and in the past) have their own point of view and that this can affect interpretation of the past. • I can compare accounts of events from different sources, both fact and fiction. • I can give reasons why there may be different accounts of history. 	

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	Organisation and communication of ideas.	<ul style="list-style-type: none">• I can recall, select and organise specific information that I would like to present, explaining why I have chosen this information (e.g. what picture of the past it may show us).• I can organise and present my findings about the past in a variety of ways, such as using speaking, writing, drama, ICT, maths, drawings, diagrams and maps.• I can use dates, timelines and chronological terms accurately and use these to show my understanding of a period time and the changes within it.• I can choose the most appropriate way to present my information.• I can add specific historical detail when I communicate my findings, including dates and key historical terms/vocabulary, to show my knowledge and understanding of time period or event.
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Year Six		<p>Each topic should cover some elements from each strand.</p> <p>Links to year group topics and to the progressions of skills document.</p>
		<p><i>Time periods or significant events or individuals studied</i></p> <ul style="list-style-type: none"> • <i>The Victorian era and the Industrial Revolution</i> • <i>Suffrage movement of the early 20th century</i> • <i>Study of World War Two</i> • <i>Ancient civilisations - the Mayan</i>
	Chronological understanding	<ul style="list-style-type: none"> • I can use a timeline to place different events, time periods, political and cultural movements from the past, explaining these in relation to each other. • I can use a timeline to demonstrate changes and development in culture, technology, religion and other aspects of society throughout history. • My timelines use key periods of history as reference points for my descriptions of the past: BC (such as various Ancient Civilisations) and AD - Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians, recent history (1939 onwards) - <i>building on all the periods studied in previous year groups.</i> • I know and can sequence several events or artefacts both within and across time periods I have studied, naming dates of these events or time periods and placing them on a timeline. • I can describe the main changes in a period of history, using words such as social, religious, political, technological and cultural. • I use words and phrases such as BC, AD, era, period, century, decade, accurately to describe the passing of time.
	Historical Enquiry	<ul style="list-style-type: none"> • I can ask a variety of historical questions and understand that there is likely to be more than one answer to these. • I can recognise primary and secondary sources of evidence. • I can confidently use a variety of sources to collect evidence about the past, including a library of documents and archived printed materials, the internet, paintings/art, photographs, artefacts, music, historic buildings, visits to museums and historical sites. • I can suggest omissions from various accounts or sources and a way to find out details of what might be missing. • I can bring knowledge gathered from different sources together to create a reasonably fluent account of an event.
Range and depth of historical knowledge and understanding	<ul style="list-style-type: none"> • I can find out about beliefs, behaviour and characteristics of people in the periods of history I am studying, recognising that not everyone shares the same views and feelings (<i>e.g. those around the suffrage, or the industrialisation of Britain</i>) • I can write an explanation of a past event in terms of cause and effect, using evidence gathered to support and illustrate my explanation. • I can describe the main changes in a period in history using words such as social, religious, political, technological and cultural, noticing connections and trends over time (<i>e.g. social and technological changes in the Victorian era and the Industrial Revolution</i>) • I can choose reliable sources of factual evidence to find out about great events in history and reconstruct aspects of life and people's actions of this time (<i>e.g. events and impact of WW2</i>) • I can compare different aspects of the lives of different types of people in the time period I am studying <i>e.g. rich and poor, men and women, etc.</i> • I can give my own reasons why changes may have occurred and back this up with evidence I have researched. (<i>e.g. changes during the Industrial Revolution</i>) • I can compare beliefs and behaviour across different time periods, making comparisons with time-periods previously studied (<i>e.g. life in the various ancient civilisations studied</i>). • I know key dates, characters and events of the time studied. 	

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	Interpretations of history	<ul style="list-style-type: none">• I can evaluate evidence and be aware that different evidence will lead to different conclusions.• I can link sources and work out how conclusions might have been arrived at.• I can explain that people, including myself, have their own point of view and that this can affect interpretation of the past.• I can consider ways of checking the accuracy of interpretations, both fact, fiction and opinion (<i>e.g. propaganda used during WW2, first-hand accounts or newspaper reports at the time of the suffrage</i>)• I can give clear reasons why there may be different accounts of history, linking this to my factual understanding of the past.
	Organisation and communication of ideas.	<ul style="list-style-type: none">• I can recall, select and organise information to produce a structured piece of work, including specific historical detail and making appropriate use of dates and key historical terms/vocabulary to show my knowledge and understanding of time period or event.• I can choose the most appropriate ways to organise and present my findings about the past (including using a combination of speaking, writing, drama, ICT, maths, drawings, timelines, diagrams and maps) realising that this is for an audience.