

Year 3: Age Related Expectations for 2nd order concepts

<u>chronology</u> - Developing an understanding of the chronology of the people, events, periods or civilizations studied.	<u>characteristic features</u> - Identifying characteristic features of events, people, periods or civilizations studied.	<u>Continuity and Change</u> - developing an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.	<u>Cause and consequence</u> - develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors.	<u>Historical significance</u> - develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).	<u>Historical Interpretation</u> - building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, event, period or civilization and the aims or view of those that developed the construct.	<u>Historical Enquiry</u> - the development and increasingly sophisticated use of historical skills and the ability to communicate the findings of historical studies
Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE	Can describe main features associated with the period/ civilization studied, mostly using period specific language	Can describe some changes in history over a period of time and identify some things which stayed the same	Can describe the causes and/or consequences of an important historical event offering more than one example of these.	Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).	Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.	Can describe in simple terms how sources reveal important information about the past. Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.

Year 4: Age Related Expectations for 2nd order concepts

<u>chronology</u> - Developing an understanding of the chronology of the people, events, periods or civilizations studied.	<u>characteristic features</u> - Identifying characteristic features of events, people, periods or civilizations studied.	<u>Continuity and Change</u> - developing an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.	<u>Cause and consequence</u> - develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors.	<u>Historical significance</u> - develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).	<u>Historical Interpretation</u> - building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, event, period or civilization and the aims or view of those that developed the construct.	<u>Historical Enquiry</u> - the development and increasingly sophisticated use of historical skills and the ability to communicate the findings of historical studies
Begins to understand historical periods overlap each other and vary in length. Uses more precise chronological vocabulary.	Can give simple explanations that not everyone in the past lived in the same way. Consistently uses period specific language in explanations	Can describe and give some examples of a range of changes at particular points in history while some things remained the same. Can explain why changes in different places might be connected in some way.	Can describe with simple examples different types of causes seeing that events happen for various reasons not just human actions.	Can identify significance reveals something about history or contemporary life.	Can describe how different interpretations arise. Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.	Can describe and question the origins and purposes of sources using knowledge of periods and civilizations. Asks perceptive questions. Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis.

Year 5: Age Related Expectations for 2nd order concepts

<u>chronology</u> - Developing an understanding of the chronology of the people, events, periods or civilizations studied.	<u>characteristic features</u> - Identifying characteristic features of events, people, periods or civilizations studied.	<u>Continuity and Change</u> - developing an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.	<u>Cause and consequence</u> - develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors.	<u>Historical significance</u> - develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).	<u>Historical Interpretation</u> - building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, event, period or civilization and the aims or view of those that developed the construct.	<u>Historical Enquiry</u> - the development and increasingly sophisticated use of historical skills and the ability to communicate the findings of historical studies
Understands that past civilizations overlap with others in different parts of the world, and that their respective durations vary	Understand that some past civilizations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of periods/ civilization studied and others studied previously	Can give simple explanations with simple examples of why change happened during particular events/ periods. Understands that there is usually a combination of reasons for any change. Understands that changes do not impact everyone in the same way or at the same time.	Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently. Can link causes or explain that one cause might be linked to another making an event much more likely to happen.	Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.	Understands that different accounts of the past emerge for various reasons - different people might give a different emphasis. Understands that some interpretations are more reliable than others.	Can explain with examples why a source might be unreliable. Can construct simple reasoned arguments about aspects of events, periods and civilizations studied.

Year 6: Age Related Expectations for 2nd order concepts.

<u>chronology</u> - Developing an understanding of the chronology of the people, events, periods or civilizations studied.	<u>characteristic features</u> - Identifying characteristic features of events, people, periods or civilizations studied.	<u>Continuity and Change</u> - developing an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.	<u>Cause and consequence</u> - develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors.	<u>Historical significance</u> - develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).	<u>Historical Interpretation</u> - building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, event, period or civilization and the aims or view of those that developed the construct.	<u>Historical Enquiry</u> - the development and increasingly sophisticated use of historical skills and the ability to communicate the findings of historical studies
Can accurately place civilizations/ periods studied, in chronological order and may take account of some overlap in duration and intervals between them.	Can contrast and make some significant links between civilizations/ periods studied. Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied.	Understands that changes in different places and periods can be connected. Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.	Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way.	Can make judgements about historical significance against criteria. Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance).	Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this. Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance).	Can question source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this. Can construct reasoned arguments about events, periods or civilizations studied.

