



# Being a Historian at Escomb Primary School



	A Reception Historian	A Year 1 Historian	A Year 2 Historian	A Year 3 Historian	A Year 4 Historian	A Year 5 Historian	A Year 6 Historian
<b>Chronological Understanding</b>	<p>I can sequence photographs from different parts in my life</p> <p>I can match objects to people of different ages</p> <p>I can understand the past through books read and story telling</p>	<p>I can put up to three objects in chronological order (recent history)</p> <p>I can use words and phrases like: old, new and a long time ago</p> <p>I can talk about things that happened when they were little</p> <p>I can recognise that a story that is read to them may have happened a long time ago.</p> <p>I can identify and label some objects belonging to the past</p> <p>I can retell a familiar story set in the past</p> <p>I can use dates to talk about people or events from the past</p> <p>I can explain how they have changed since they were born</p> <p>Challenge</p> <p>I can put up to five objects/events in chronological order (recent history)</p> <p>I can use words and phrases like: very old, when mummy and daddy were little</p> <p>I can use the words before and after correctly</p> <p>I can say why they think a story was set in the past</p>	<p>I can use words and phrases like: before I was born, when I was younger</p> <p>I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning</p> <p>I can use the words 'past' and 'present' accurately</p> <p>I can use a range of appropriate words, dates and phrases to describe the past</p> <p>I can sequence a set of events in chronological order and give reasons for their order</p> <p>I can place events of artefacts on a timeline and give reasons for their order</p> <p>I can connect my new learning of historical people or events to others that I have learnt about before</p> <p>Challenge</p> <p>I can sequence a set of objects in chronological order and give reasons for their order</p> <p>I can sequence events about their own life</p> <p>I can sequence events about the life of a famous person</p> <p>I can work out how long ago an event happened</p>	<p>I can describe events and periods using the words: BC, AD and decade?</p> <p>I can describe events from the past using dates when things happened?</p> <p>I can describe events and periods using the words: ancient and century?</p> <p>I can use a timeline within a specific time in history to set out the order things may have happened?</p> <p>I can use mathematical knowledge to work out how long ago events would have happened?</p> <p>I can use dates and historical language in their work</p> <p>I can draw a timeline with different time periods outlined which show a range of information, such as, periods of history</p> <p>I can use their mathematical skills to work exact time scales and differences as need be</p> <p>Challenge</p> <p>Can they set out on a timeline, within a given period, what special events took place</p> <p>I can begin to recognise and quantify the different time periods that exists between different groups that invaded Britain</p> <p>I can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p>	<p>I can plot recent history on a timeline using centuries</p> <p>I can place periods of history on a timeline showing periods of time</p> <p>I can place events, artefacts and historical figures on a timeline using dates</p> <p>I can use their mathematical skills to round up time differences into centuries and decades</p> <p>I can describe events from the past using dates when things happened</p> <p>I can describe events and periods using the words: ancient and century</p> <p>I can use a timeline within a specific time in history to set out the order things may have happened</p> <p>I can use mathematical knowledge to work out how long ago events would have happened</p> <p>Challenge</p> <p>I can use mathematical skills to help them work out the time differences between certain major events in history</p> <p>I can begin to build up a picture of what main events happened in Britain/ the world during different centuries</p> <p>I can set out on a timeline, within a given period, what special events took place</p>	<p>I can use dates and historical language in their work</p> <p>I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>I can use their mathematical skills to work out exact time scales and differences as need be</p> <p>Challenge</p> <p>I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p>	<p>I can say where a period of history fits on a timeline</p> <p>I can place a specific event on a timeline by decade</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework</p> <p>I can use dates and historical language in their work</p> <p>I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>I can use their mathematical skills to work exact time scales and differences as need be</p> <p>Challenge</p> <p>I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</p> <p>I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc</p>
<b>Knowledge and Interpretation</b>	<p>I can recognise difference between past and present in my life and other peoples' lives</p> <p>I can recognise differences between things in the past and link to experiences</p> <p>I can recognise similarities and differences between myself and others among families communities and traditions</p>	<p>I can appreciate that some famous people have helped our lives be better today</p> <p>I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</p> <p>I can understand that we have a queen who rules us and that Britain has had a king or queen for many years</p> <p>I can begin to identify the main differences between old and new</p>	<p>I can 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</p> <p>I can explain how their local area was different in the past</p> <p>I can recount some interesting facts from an historical event, such as where the 'Fire of London' started</p> <p>I can give examples of things that are different in their life from that of their grandparents when they were young</p>	<p>I can appreciate that the early Brits would not have communicated as we do or have eaten as we do</p> <p>I can begin to picture what life would have been like for the early settlers</p> <p>I can recognise that Britain has been invaded by several different groups over time</p> <p>I can realise that invaders in the past would have fought fiercely, using hand to hand combat</p> <p>I can suggest why certain events happened as they did in history</p>	<p>I can explain how events from the past have helped shape our lives</p> <p>I can appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</p> <p>I can know that people who lived in the past cooked and travelled differently and used different weapons from ours</p> <p>I can recognise that the lives of wealthy people were very different from those of poor people</p>	<p>I can describe historical events from the different period/s they are studying/have studied</p> <p>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>I can explain the role that Britain has had in spreading Christian values across the world</p> <p>I can begin to appreciate that how we make decisions has been through a Parliament for some time</p> <p>I can appreciate that significant events</p>	<p>I can summarise the main events from a specific period in history, explaining the order in which key events happened</p> <p>I can summarise how Britain has had a major influence on world history</p> <p>I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</p> <p>I can describe features of historical events and people from past societies and periods they have studied</p> <p>I can recognise and describe</p>

		<p>objects</p> <p>I can identify objects from the past, such as vinyl records</p> <p>Challenge</p> <p>I can explain why certain objects were different in the past, e.g. iron, music systems, televisions</p> <p>I can talk about an important historical event that happened in the past</p> <p>I can explain differences between past and present in their life and that of other children from a different time in history</p> <p>I can know who will succeed the queen and how the succession works</p>	<p>I can explain why Britain has a special history by naming some famous events and some famous people</p> <p>I can explain what is meant by a parliament</p> <p>Challenge</p> <p>I can give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times</p> <p>I can explain why someone in the past acted in the way they did</p> <p>I can explain why their locality (as wide as it needs to be) is associated with a special historical event</p> <p>I can explain how their local area was different in the past</p> <p>I can explain what is meant by a democracy and why it is a good thing</p>	<p>I can suggest why certain people acted as they did in history</p> <p>I can appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</p> <p>I can describe historical events from the different period/s they are studying/have studied</p> <p>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>I can appreciate that significant events in history have helped shape the country we have today</p> <p>I can use literacy, numeracy and computing skills to communicate information about the past</p> <p>Challenge</p> <p>I can appreciate why Britain would have been an important country to have invaded and conquered</p> <p>I can appreciate that war/s would inevitably have brought much distress and bloodshed</p> <p>I can have an appreciation that wars start for specific reasons and can last for a very long time</p> <p>I can appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'</p> <p>I can appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at</p>	<p>I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p> <p>I can realise that invaders in the past would have fought fiercely, using hand to hand combat</p> <p>I can suggest why certain events happened as they did in history</p> <p>I can suggest why certain people acted as they did in history</p> <p>Challenge</p> <p>I can recognise that people's way of life in the past was dictated by the work they did</p> <p>I can appreciate that the food people ate was different because of the availability of different sources of food</p> <p>I can appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period</p> <p>I can appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education</p> <p>I can appreciate that war/s would inevitably have brought much distress and bloodshed</p> <p>I can appreciate that wars start for specific reasons and can last for a very long time</p> <p>I can appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'</p>	<p>in history have helped shape the country we have today</p> <p>I can have a good understanding as to how crime and punishment has changed over the years</p> <p>I can use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past</p> <p>Challenge</p> <p>I can appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed</p>	<p>differences and similarities/ changes and continuity between different periods of history</p> <p>I can describe historical events from the different period/s they are studying/have studied</p> <p>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>I can begin to appreciate that how we make decisions has been through a Parliament for some time</p> <p>I can appreciate that significant events in history have helped shape the country we have today</p> <p>I can have a good understanding as to how crime and punishment has changed over the years</p> <p>I can summarise the main events from a specific period in history, explaining the order in which key events happened</p> <p>I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</p> <p>I can describe features of historical events and people from past societies and periods they have studied</p> <p>I can recognise and describe differences and similarities/ changes and continuity between different periods of history?</p> <p>Challenge</p> <p>I can suggest relationships between causes in history</p> <p>I can appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today</p> <p>I can trace the main events that define Britain's journey from a mono to a multi-cultural society</p> <p>I can appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at</p> <p>I can know the names of the major leaders in Europe and America during height transatlantic slave trade</p>
<p><b>Historical enquiry</b></p>	<p>I can talk about past and present events in my life and the lives of family members</p> <p>I can ask questions about people in my life and their roles</p> <p>Answer how and why questions about their experiences</p> <p>I can find out about similarities and differences between things in past and present.</p> <p>I can listen to stories about people from the past</p>	<p>I can ask and answer questions about old and new objects</p> <p>I can use evidence to identify old and new things in a picture/objects</p> <p>I can answer questions using artefacts/ photographs provided - What was it like for people? What happened? How long ago?</p> <p>I can give a plausible explanation about what an object was used for in the past</p> <p>Challenge</p>	<p>I can find out something about the past by talking to an older person</p> <p>I can ask and answer questions by using a specific source, such as an information book - What was it like for people? what happened? How long ago?</p> <p>I can research the life of a famous Briton from the past using different resources to help them</p> <p>I can research the life of a famous non-Briton from the past using different resources to help them</p>	<p>I can recognise the part that archaeologists have had in helping us understand more about what happened in the past</p> <p>I can use various sources of evidence to answer questions</p> <p>I can use various sources to piece together information about a period in history</p> <p>I can research a specific event from the past</p> <p>I can use 'information finding' skills in writing to help them write about</p>	<p>I can research two versions of an event and say how they differ</p> <p>I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</p> <p>I can give more than one reason to support an historical argument</p> <p>I can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</p> <p>I can use various sources of evidence</p>	<p>I can test out a hypothesis in order to answer a question</p> <p>I can seek and analyse a range of evidence to justify claims about the past</p> <p>I can select suitable sources of evidence and give reasons for choices</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past</p> <p>Challenge</p> <p>I can research the life of one person who has had an influence on the way</p>	<p>I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</p> <p>I can identify and explain their understanding of propaganda</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past</p> <p>I can use a wide range of sources of evidence to deduce information about the past</p> <p>I can describe a key event from</p>

	<p>I can talk about some observations and questions and begin to give reasons why things have happened</p>	<p>I can answer questions using a range of artefacts/ photographs provided</p> <p>I can find out more about a famous person from the past and carry out some research on him or her using different sources such as information books or pictures</p> <p>I can begin to identify the main differences between old and new objects</p> <p>I can identify objects from the past, such as vinyl records</p>	<p>I can research about a famous event that happens in Britain and why it has been happening for some time</p> <p>I can research the life of someone who used to live in their area using the Internet and other sources to find out about them</p> <p>Challenge</p> <p>I can say at least two ways they can find out about the past, for example using books and the internet</p> <p>I can explain why eye-witness accounts may vary</p> <p>I can research about a famous event that happens somewhere else in the world and why it has been happening for some time</p> <p>I can research the life of a famous Briton from the past using different resources to help them</p> <p>I can research the life of someone who used to live in their area using the Internet and other sources to find out about them</p>	<p>historical information</p> <p>I can test out a hypothesis in order to answer a question</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past</p> <p>I can through research, identify similarities and differences between given periods in history</p> <p>I can research the life of one person who has had an influence on the way Great Britain is divided into four separate countries</p> <p>Challenge</p> <p>I can begin to use more than one source of information to bring together a conclusion about an historical event</p> <p>I can use specific search engines on the Internet to help them find information more rapidly</p>	<p>to answer questions</p> <p>I can use various sources to piece together information about a period in history</p> <p>I can research a specific event from the past</p> <p>I can use their 'information finding' skills in writing to help them write about historical information</p> <p>I can through research, identify similarities and differences between given periods in history</p> <p>Challenge</p> <p>I can independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so</p> <p>I can begin to use more than one source of information to bring together a conclusion about an historical event</p> <p>I can use specific search engines on the Internet to help them find information more rapidly</p>	<p>Great Britain is divided into four separate countries</p>	<p>Britain's past using a range of evidence from different sources</p> <p>I can test out a hypothesis in order to answer a question</p> <p>Challenge</p> <p>I can suggest why there may be different interpretations of events</p> <p>I can suggest why certain events, people and changes might be seen as more significant than others</p> <p>I can pose and answer their own historical questions</p> <p>I can research the life of one person who has had an influence on the way they helped change the slave trade</p>