

Pre KS2	- I can put up to three objects in chronological order (recent history). - I can use words and phrases like: old, new and a long time ago. - I know about things that happened when I was little. - I can recognise that a story read to me may have happened a long time ago. - I know that some objects belong in the past. - I can retell a familiar story set in the past. - I can explain how I have changed since I was born.	- I can appreciate that some famous people have helped our lives be better today. - I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. - I can understand that we have a queen who rules us and that Britain has had a king or queen for many years. - I can begin to identify the main differences between old and new objects. - I can identify objects from the past, e.g. vinyl records	- I can ask and answer questions about old and new objects. - I can spot old and new things in a picture. - I can answer questions using an artefact/ photograph provided. - I can give a plausible explanation about what an object was used for in the past.
	- I can use words and phrases like: before I was born, when I was younger. - I can use phrases and words like: 'before', 'after', 'then' and 'now'; in my historical learning. - I can use the words 'past' and 'present' correctly. - I can use a range of appropriate phrases to describe the past. - I can sequence a set of events in chronological order.	- 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. - I can explain how my local area was different in the past. - I can recount interesting facts from an historical event, such as where the Fire of London started. - I can give examples of things that are different in my life from that of when my Grandparents were young. - I can explain why Britain has a special history by naming some famous events and people.	- I can find out something about the past by talking to an older person. - I can answer questions by using a specific source, such as an information book. - I can research the life of a famous Briton from the past using different resources to help me. - I can research about a famous event that happens in Britain and why it's been happening for some time. - I can find out about the life of someone who used to live in my area using the internet or books.



SJS Target Grid History



	Chronological understanding	Knowledge and interpretation	Historical enquiry
Year 3	- I can describe events and periods using the words: BC, AD and decade. - I can describe events from the past using dates when things happened. - I can describe events and periods using the words: ancient and century. - I can use a timeline within a specific time in history to set out the order things may have happened. - I can use my mathematical knowledge to work out roughly how long ago events would have happened.	- I can explain how events from the past have helped shape our lives. - I can appreciate that wars have been happening from a very long time ago and it is often associated with invasion or religious differences. - I know that people in the past cooked and travelled differently and used different weapons from ours. - I can recognise that the lives of wealthy people were very different from those of poor people. - I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived.	- I can recognise the part that archaeologists have had in helping us understand more about the past. - I can use various sources of evidence to answer questions. - I can use various sources to piece together information about a period in history. - I can research a specific event from the past. - I can use my 'information finding' skills to help me write historical information. - I can, through research, identify similarities and differences between given periods in history.
GD (Can be met through homework)	- I can set out on a timeline, within a given period, when special events took place. - I can begin to recognise and quantify the different time periods that existed between different civilizations e.g. The Greeks and The Romans.	- I can recognise that people's way of life in the past was dictated by the work they did. - I can appreciate that the food people ate was different because of the availability of different sources of food. - I can appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education.	- I can begin to use more than one source of information to bring together a conclusion about a historical event. - I can use online encyclopaedias to find accurate historical information.
Year 4	- I can plot recent history on a timeline using centuries. - I can place periods of history on a timeline showing periods of time. - I can use my mathematical skills to round up time differences into centuries and decades.	- I can appreciate that the early Brits would not have communicated as we do or have eaten as we do. - I can begin to picture what life would have been like for the early settlers. - I can recognise that Britain has been invaded by several different groups over time. - I realise that invaders in the past would have fought fiercely, using hand to hand combat. - I can suggest why certain events happened as they did in history. - I can suggest why certain people acted as they did	- I can research two versions of an event and say how they differ. - I can research what it was like for a child in a given period from the past and use photographs and illustrations to present my findings. - I can give more than one reason to support a historical argument. - I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.
GD (Can be met through homework)	- I can use my mathematical skills to help me work out the time differences between certain major events in history. - I can begin to build up a picture of what main events happened in Britain/ the world during different centuries.	- I can begin to appreciate why Britain would have been an important country to invade and conquer. - I can appreciate that war/s would inevitably have brought much distress and bloodshed. - I have an appreciation that wars start for specific reasons and can last for a very long time.	I can independently present an aspect I have researched about a given period of history using multi-media skills.

	Chronological understanding	Knowledge and interpretation	Historical enquiry
Year 5	- I can use dates and historical language in my work. - I can draw a timeline with different time periods outlined which show different information, such as, periods of history when famous people lived etc. - I can use my mathematical skills to work exact time scales and differences as need be.	- I can describe historical events from the different period/s I am studying/have studied. - I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same. - I can begin to appreciate that decisions have been made through a Parliament, or similar, for some time. - I can appreciate that significant events in history have helped shape the country we have today. - I understand how crime and punishment has changed from the time period studied.	- I can test out a hypothesis in order to answer a question. - I can appreciate how historical artefacts have helped us understand more about people's lives in the present and past.
GD (Can be met through homework)	I can create timelines which outline the development of specific features, such as medicine, weaponry, transport etc.	I can appreciate how plagues and other major events have created huge differences to the way medicines and health care has developed.	I can research the life of one person who has had an influence on the way Great Britain is divided into four separate countries.
Year 6	- I can say where a period of history fits on a timeline. - I can place a specific event on a timeline by decade. - I can place features of historical events and people from past societies and periods in a chronological framework.	- I can summarise the main events from a specific period in history, explaining the order in which key events happened. - I can summarise how Britain has had a major influence on world history. - I can summarise what Britain may have learnt from other countries and civilisations in times gone by and more recently. - I can describe features of historical events from periods I have studied. - I can recognise and describe differences and similarities/ changes and continuity between periods of history.	- I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. - I can identify and explain my understanding of propaganda. - I can describe a key event from Britain's past using a range of evidence from different sources.
GD (Can be met through homework)	I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.	- I can suggest relationships between causes and effects in different periods of history. - I can appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.	- I can suggest why there may be different interpretations of historical events. - I can suggest why certain events, people and changes might be seen as more significant than others. - I can pose and answer my own historical questions.