

	Year 3	Year 4	Year 5	Year 6
Chronology, knowledge and understanding of history	3a When I talk or write about features, events, people and themes from the past, I can include some details.	4a When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied	5a When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels	6a When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale)
	3b I can place events, objects, themes and people from my history topic on a timeline	4b I can place a number of events, objects, themes and people from topics I have studied on a timeline	5b I can place historical periods I have studied as well as information about my topic on a timeline	6b I can use a timeline to sequence local, national and international events as well as historical periods
	3c1 I can use some "historical period" terms. 3c2 I can also use "century", "decade", "BC"/"BCE", "AD"/"CE"	4c I can use some dates and historical period terms.	5c I use dates and historical period terms accurately	6c I can use historical periods as reference points.
Continuity and change (during and between periods)	3d I can point out some similarities and differences between aspects of life at different times in the past	4d I can describe some changes in the historical period I am studying	5d I can describe changes within and between periods and societies I have learned about	6d I can describe and make some links between events, situations and changes within and between different periods and societies
Diversity (within a period)	3e I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying	4e I can describe similarities and differences between some people, events and beliefs in the period of history I am studying	5e I can describe similarities and differences in society, culture and religion in Britain at local and national levels	6e I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world
Cause and consequence	3f I can pick out some reasons for and results of people's actions and events	4f I can suggest reasons for and results of people's actions and events	5f I can give some reasons for and results of historical events, situations and changes	6f I can explain my suggestions when giving reasons for and results of historical events, situations and changes
Significance	3g I can point out which people were historically important	4g I can suggest which people were historically important	5g I can suggest which people and causes and consequences of change are more important	6g I can explain which causes and consequences are the most significant
Using & understanding sources of evidence	3h I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences	4h I can comment on the usefulness and accuracy of different sources of evidence	5h I can suggest some reasons why there are different accounts and interpretations of the past	6h I take account a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness
Understanding historical interpretation	3i I can say which sources (from a selection) are likely to be the most useful for a task	4i I can identify primary and secondary sources of evidence	5i I compare sources of evidence to help me identify reliable information	6i I can explain my evaluation of particular pieces of information and particular sources
Communicating ideas in history	3j I can present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills	4j In my written work, I try to: - organise my answers well - state my conclusions - give reasons for my ideas - use some dates and historical terms	5j My written answers are well rounded with: - well organised with clear conclusions - supported by evidence (from my sources) and reasons - make good use of dates and historical terms	6j I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.