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| **Chronological understanding** | **Knowledge and interpretation** | **Historical enquiry** |
| * Can they plot recent history on a timeline using centuries? * Can they place periods of history on a timeline showing periods of time? * Can they use their mathematical skills to round up time differences into centuries and decades? | * Can they explain how events from the past have helped shape our lives? * Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? * Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? * Do they recognise that the lives of wealthy people were very different from those of poor people? * Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? * Can they begin to appreciate that how we make decisions has been through a Parliament for some time? | * Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? * Can they give more than one reason to support an historical argument? * Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? |
| **Challenge** | | |
| * Can they use their mathematical skills to help them work out the time differences between certain major events in history? * Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? * Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? | * Can they recognise that people’s way of life in the past was dictated by the work they did? * Do they appreciate that the food people ate was different because of the availability of different sources of food? * Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? * Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? * Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? | * Can they 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? |