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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?
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| **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?
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