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| **Chronological understanding** | **Knowledge and interpretation** | **Historical enquiry** |
| * Can they say where a period of history fits on a timeline?
* Can they place a specific event on a timeline by decade?
* Can they place features of historical events and people from past societies and periods in a chronological framework?
 | * Can they summarise the main events from a specific period in history, explaining the order in which key events happened?
* Can they summarise how Britain has had a major influence on world history?
* Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?
* Can they describe features of historical events and people from past societies and periods they have studied?
* Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?
 | * Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
* Can they identify and explain their understanding of propaganda?
* Can they describe a key event from Britain’s past using a range of evidence from different sources?
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| **Challenge** |
| * Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?
 | * Can they suggest relationships between causes in history?
* Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?
* Can they trace the main events that define Britain’s journey from a mono to a multicultural society?
 | * Can they suggest why there may be different interpretations of events?
* Can they suggest why certain events, people and changes might be seen as more significant than others?
* Can they pose and answer their own historical questions?
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