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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 suggest relationships between causes in history? * 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? | * Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? * Can they describe a key event from Britain’s past using a range of evidence from different sources? * 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? |
| **Challenge** | | |
|  | * 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 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 suggest why there may be different interpretations of events? * Can they pose and answer their own historical questions? |