Developing Knowledge in History

Early years	I can discuss and ask questions about historical people, events and objects. I can discuss and ask questions about the life experiences of adults.
In Year One	I can use simple historical vocabulary: old, new and a long time ago. I can discuss and ask questions about the life experiences of adults. I can recognise old and new real objects, including images of objects which belonged to the past. I can ask and answer simple questions about objects. I can explain what objects might have been used for and discuss how things have changed. I can discuss and explain how some people have helped us to have better lives.
In Year Two	I can expand vocabulary to include phrases like: before, after, past, present, then and now. I can recount the life of someone famous from Britain who lived in the past, explaining what they did earlier and what they did later. I can look at different ways we can find out about the past. I can compare life today with how people used to live. I can give examples of things that were different when our grandparents were children. I can interview adults to find out about the past. I can ask questions and find answers about historical events, using books and the internet.
In Year Three	I can widen my vocabulary when I describe events from the past, using dates when things happened. I can relate to the chronological order of events, e.g. on simple time lines. I can begin to calculate how long ago events happened. I can explain some of the time when Britain has been invaded. I can develop my research skills through use of books and the internet, answering more specific questions. I can notice and express my understanding of similarities and differences between at least two periods of history. I can use a range of evidence from different sources
In Year Four	I can extend my vocabulary to include: now, then, yesterday, nowadays, ancient, etc. I can add comments to chronologically ordered dates of events. I can describe some features, events, people and themes from the past. I can make connections with features from other periods I have studied. I can describe some changes across a historical period, noticing similarities and differences between some people, events and beliefs of people in periods of history. I can suggest reasons for and results of people's actions and events. I can suggest which people were historically important. I can comment on the usefulness and accuracy of different sources of evidence, starting to appreciate primary and secondary sources of evidence. I can organise written answers and draw conclusions, using some dates and historical terms.
In Year Five	I can describe features of events, people and themes of the past. I can understand what things were like before and after at local, national and world levels. I can place historical events, dates and details on time lines with greater accuracy. I can describe changes within and between periods and societies I have learned about. I can make comparisons and describe similarities and differences in society, culture and religion in Britain at local and national levels. I can explain some reasons for and results of historical events, situations and changes. I can suggest which people and causes and consequences of change are more important. I can suggest why there are different accounts and interpretations of the past. I can compare sources of evidence to help identify what might be reliable information. I can draw well-organised conclusions, supported by evidence, dates and a good use of historical terms.
In Year Six	I can describe in detail chronological and dated contexts. I can use and refer to reference points on timelines. I can sequence local, national and international events as well as historical periods. I can describe and make links between events, situations and changes within and between different periods and societies. I can describe and suggest reasons for similarities and differences in society, culture and religions in Britain and the wider the world. I can explain my suggestions when giving reasons for and results of historical events, situations and changes. I can explain which causes and consequences are the most significant. I can take a critical account of a range of information (e.g. author, audience, purpose of source, where and when it was created) when evaluating its accuracy and usefulness. I can explain my evaluation of particular pieces of information and particular sources. I can select, organise and use relevant information to produce detailed, structured work, making appropriate use of dates and terms.