



 Lower KS2 History		 <i>Uni-structural</i>	 <i>Multi-structural</i>	 <i>Relational</i>	 <i>Extended Abstract</i>
History Skills		Emerging	Developing	Secure	Exceeding
Historical Knowledge	Constructing the past <ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth. 	Recall simple facts about a period in the past.	Research and describe the lives of people (societies and significant individuals) in the time period studied. <i>E.g. outline some details about life in Roman Britain.</i>	Identify and analyse key features of people's lives or events. <i>E.g. question when and why the Romans failed to invade the north.</i>	Evaluate understanding of aspects of the past e.g. particular people, events and themes <i>E.g. appreciate the impact of the Romans on Britain.</i>
	Sequencing the past <ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. 	Can order some events or objects.	List some events, objects, periods and people using a few dates, period labels or terms. <i>E.g. order a few events and artefacts belonging to the Stone, Bronze and Iron Ages.</i>	Recall and place a range of relevant dates and events on a timeline. <i>E.g. order many of the main features of the Stone, Bronze and Iron Ages.</i>	Sequence the key events, objects, societies, periods and people within and across topics confidently using key dates, period labels and terms. <i>E.g. describe and compare significant changes that took place between the Stone, Bronze and Iron Ages.</i>
History Concepts	Change and development: <ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. 	Define and identify simple facts about a period in the past.	List and describe some similarities and differences and changes between different periods of time. <i>E.g. outline some similarities and differences between the Anglo Saxon and the Viking periods.</i>	Summarise and compare the main similarities, differences and changes occurring within topics. <i>E.g. making connections between the beliefs, behaviour and characteristics of the Anglo Saxons and the Vikings.</i>	Argue why certain changes and developments were of particular significance within topics and across time periods <i>E.g. justify why some changes in Anglo Saxon Britain were of particular importance.</i>

	<p>Cause and effect</p> <ul style="list-style-type: none"> Address and devise historically valid questions about cause and effect. 	<p>Suggest or recall the causes and effects of some of the key events in history.</p>	<p>Describe some causes and effects of some of the key events and developments covered.</p> <p><i>E.g identify reasons for and results of people's actions during the Viking Invasions.</i></p>	<p>Analyse the importance of causes and effects of some of the key events and developments within topics.</p> <p><i>E.g search for links and effects in the Viking settlement of Britain and devise explanations.</i></p>	<p>Evaluate the significance of particular causes and effects for many of the key events and developments.</p> <p>E.g generalise about the causes and effects of the Viking Settlement in Britain.</p>
	<p>Significance</p> <ul style="list-style-type: none"> Address and devise historically valid questions about significance. 	<p>Name significant facts relating to a historical period.</p>	<p>Select what is most significant in a historical account.</p> <p><i>E.g. describe in some detail some of the most significant features of Roman Britain.</i></p>	<p>Explain and distinguish why some aspects of historical accounts, themes or periods are significant in comparison to another.</p> <p><i>E.g. examine why Roman achievements were significant.</i></p>	<p>Judge and justify why a historical topic, event or person was distinctive or significant in comparison to another.</p> <p><i>E.g. appreciate what made the Roman period distinctive.</i></p>
Historical Enquiry	<p>Planning and carrying out a historical enquiry:</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. 	<p>List simple questions about an era of history.</p>	<p>Ask valid questions for enquiries and answer using a number of sources.</p>	<p>Devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p>	<p>Formulate significant historical enquiries to produce substantiated and focused responses.</p>
	<p>Interpretation and using sources as evidence</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. 	<p>Name the purpose/author of an account.</p> <p>Use a source to answer historical enquiries.</p>	<p>Identify different ways in which the past has been represented, and provide a reason why two accounts of the same event might differ</p> <p><i>E.g. recognise and reason why different people might have different views about the Romans.</i></p> <p>Select a suitable source for answering a range of historical questions.</p>	<p>Comment on a range of possible reasons for differences in a number of accounts</p> <p><i>E.g. analyse how and why there were different viewpoints about Boudicca.</i></p> <p>Recognise possible uses of a range of sources for answering historical enquiries.</p>	<p>Identify different ways in which the past has been represented and interpreted, and can explain historical situations, events, developments and individuals from more than one viewpoint</p> <p><i>E.g. evaluate how and why different people might have interpreted the benefits of Roman rule in Britain.</i></p> <p>Comment on the usefulness and reliability of a range of sources for particular enquiries.</p>

