

## Year 1 History Statements

### Chronological understanding

I can sequence events and recount changes within living memory (chronological understanding).

I can place known events and objects in chronological order.

### Chronological understanding

I can use common words and phrases relating to the passing of time.

### Historical enquiry

I can find answers to some simple questions about the past from simple sources of information.

### Historical enquiry

I can describe some simple similarities and differences between man-made objects.

### Historical enquiry

I can sort artefacts from 'then and now'.

I can ask and answer relevant basic questions about the past.

### Historical Interpretation

I can relate an account of an event and understand that others may give a different version.

### Organisation and Communication

I can talk draw or write about aspects of the past.

### Understanding of events, people and changes

I can understand key features of events.

I can identify some similarities and differences between ways of life in different periods.

## Year 2 History Statements

### Chronological understanding

I can show an awareness of the past, using common words and phrases relating to the passage of time.

I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.

### Historical enquiry

I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events

### Historical enquiry

I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented

### Historical interpretations

I can describe changes within living memory and aspects of change in national life.

### Historical interpretations

I can describe events beyond living memory that are significant nationally and globally.

*I can describe significant historical events, people and places locally.*

### *Organisation and Communication*

*I can use a wide vocabulary of everyday historical terms.*

*I can speak about how I have found out about the past.*

*I can record what I have learned by drawing and writing.*

### *Understanding of events people and changes*

*I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.*

## Year 3 History Statements

### Chronological understanding

I can use an increasing range of common words and phrases relating to the passage of time.

I can describe memories of key events in his/her life using historical vocabulary.

## Year 4 History Statements

### Chronological understanding

I can place some historical periods related to periods of study.

I can use historic terms related to the period of study.

### Historical enquiry

I can use sources of information in ways that go beyond simple observations to answer questions about the past.

I can use a variety of resources to find out about aspects of life in the past (historical enquiry)

### Historical interpretations

I can understand that sources can contradict each other.

### Organisation and Communication

I can explain what I have learned in an organised and structured way using appropriate terminology.

## Year 5 History Statements

### Chronological Understanding

I can use dates to order and place events on a timeline.

### Historical enquiry

I can compare sources of information available for the study of different times in the past.

### Historical interpretations

I can make comparisons between aspects of periods of history and the present day.

I can understand that the type of information available depends on the period of time studied.

I can evaluate the usefulness of a variety of sources.

### Organisation and Communication

I can present findings and communicate knowledge and understanding in different ways.

I can provide an account of a historical event based on more than one source.

### Understanding of events, people and changes

I can give some reason for some important historical events.

## Year 6 History Statements

### Historical enquiry

I can address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.

I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.

I can understand how our knowledge of the past is constructed from a range of sources.

I can make confident use of a variety of sources for independent research.

### Understanding of events, people and changes

I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.

I can note connections, contrasts and trends over time and show developing appropriate use of historical terms.

I can describe changes in Britain from the Stone Age to the Iron Age.

I can describe the Roman Empire and its impact on Britain.

I can describe Britain's settlement by Anglo Saxon and Scots.

I can describe the Anglo Saxon and Viking struggle for the Kingdom of England to the time of Edward the Confessor.

*I can describe a local history study.*

*I can describe a study of an aspect or theme in British History that extends my chronological knowledge beyond 1066.*

*I can describe the achievements of the earliest civilizations, with an in depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China.*

*I can describe a study of Ancient Greek life and achievements and their influence on the Western World.*

*I can describe a non- European society that provides contrasts with British History, one from: early Islamic civilisation e.g. Baghdad c AD 900, Mayan Civilisation c AD 900, Benin c AD 900-1300.*

*I can use evidence to support arguments.*