

Expectations of our Year 1 Historians.

By the end of Year 1 and using a range of (primary and secondary) historical sources, our young historians are developing into gatherers and demonstrate developing understanding of the differences between the past and present and how we know what happened in the past to:

1. Use common words and phrases relating to the passing of time, e.g. Past, before, now, then to identify and describe events in the past in discussion
2. Recognise and identify where the people and events they study fit within a chronological (sequential) framework linked to their own experience, e.g. relative to great grandparents, parents etc.
3. Recognise that things change with the passing of time within their own experience and compare and contrast with that of their grandparents (e.g. school days)
4. Identify and describe a famous local place and explain. (e.g. St Mary's School)
5. Categorise / sort a number of artefacts by age (e.g. toys).

Expectations of our Year 2 Historians.

By the end of year 2 and using a range of (primary and secondary) historical sources, our young historians have become secure gatherers and demonstrate an understanding of the differences between the past and present and how we know what happened in the past to:

1. Use a wide vocabulary of everyday historical terms in discussion and start to in written work
2. Ask and answer questions, selecting and using parts of stories and other sources to show that they know and understand key features of events.
3. Recognise and identify where the people and events they study fit within a chronological framework that is beyond their own experiences.
4. Know about a famous person outside the UK and explain why they are famous. (e.g. Neil Armstrong)
5. Identify, compare and contrast ways of life in different periods (e.g. children's lives in Bideford in the last 100 years)
6. Compare and contrast how the local area is different to the way it used to be a long time ago (e.g. Bideford).

Expectations of our Year 3 Historians.

By the end of Year 3 and using a range of (primary and secondary) historical sources, our young historians are developing into explainers and demonstrate developing understanding of how and why we research the past and how to explain its impact on the present.

1. Begin to select appropriate language from a range of historical vocabulary in verbal and written work.
2. Begin to suggest lines of enquiry based on artefacts or historical events.
3. Recall and sequence significant periods in British history including between Stone Age and Iron Age, identifying BC and AD eras.
4. Explain, name and demonstrate understanding of some of the advanced societies that were in the world around 3000 years ago (e.g. Ancient Egypt).

Expectations of our Year 4 Historians.

By the end of Year 4 and using a range of (primary and secondary) historical sources, our young historians have become secure explainers and demonstrate an understanding of how and why we research the past and explain how it has impacted the present.

1. Select appropriate language from a range of historical vocabulary in verbal and written work
2. Suggest lines of enquiry based on artefacts or historical events.
3. Recall and sequence time periods studied including how Britain changed from the Iron Age to the end of the Roman Empire, demonstrating understanding of BC and AD eras.

5. Research what it was like for children in a given period of history and present findings (e.g. children in Victorian times). 6. Begin to create (synthesise) and respond to historical questions about change, cause, consequence, similarity, difference and significance.	4. Research how their locality has been shaped by events of the past (e.g. Richard Grenville) 5. Explain, name and demonstrate understanding of some of the advanced societies that were in the world around 3000 years ago (e.g. Ancient Greece). 6. Create (synthesise) and respond to questions about change, cause, consequence, similarity, difference and significance. 7. Recognise some connections, differences and patterns over time and explain why they may exist.
Expectations of our Year 5 Historians. By the end of Year 5 and using a range of (primary and secondary) historical sources, our young historians are developing into evaluators and demonstrate developing understanding of evaluating how the past impacted the people who lived in the past as well as future generations. 1. Begin to demonstrate an understanding of the appropriate use of historical terms in verbal and written work. 2. Begin to respond to and sometimes create historical questions about change, cause, consequence, similarity, difference and significance. 3. Recall, sequence and draw an accurate timeline of periods studied, or lives of significant people, on a world history timeline. (e.g. Titanic) 4. Know about a period of history connected to their locality understanding and evaluating issues associated with the period. (e.g. WW2) 5. Begin to identify some connections, contrasts and trends over time, reaching informed conclusions suggesting reasons as to how and why. 6. Continue to recognise some connections, differences and patterns over time and explain why they may exist.	Expectations of our Year 6 Historians. By the end of Year 6 and using a range of (primary and secondary) historical sources and by the end of Year 6, our young historians have become secure evaluators and demonstrate an understanding of and how to evaluate how the past impacted the people who lived in the past as well as future generations. 1. Consistently demonstrate an understanding of the appropriate use of historical terms in verbal and written work. 2. Respond to and sometimes create historical questions/ hypothesise about change, cause, similarity and difference and significance. 3. Sequence significant historical events, people and past societies studied on a world history timeline. 4. Evaluate the impact the Mayan Civilisation had on the world and why they were considered an advanced society. 5. Identify some connections, contrasts and trends over time, reaching informed conclusions suggesting reasons as to how and why. 6. Begin to evaluate different accounts of the same historical events to reach informed judgements about their importance/ validity.