

Reach for the Stars

	KS1	LKS2	UKS2	
Construct and sequence the past	<p>Know where people and events fit within a chronological framework.</p> <p>Pupils study historical periods, some of which they will study more fully later.</p> <p>Know where people and events fit within a chronological framework.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>Establish clear narratives within and across the periods they study.</p> <p>Understand overview and depth.</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p>	<p>Establish clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time.</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	
	<ul style="list-style-type: none"> Recognise the difference between 'old' and 'new'. Know where some basic events fit on a timeline, relating to their topic. 	<ul style="list-style-type: none"> Record some events onto a timeline. Know where some key people fit on a timeline. Remember a few significant names and dates. 	<ul style="list-style-type: none"> Develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day). Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Great Fire of London). Separate out timeline of Britain 	<ul style="list-style-type: none"> Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Place world history events on a timeline using the Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Annotate a timeline with historical terms

	<ul style="list-style-type: none"> Place some basic events onto a timeline and use this to support the retelling of past events. Use common words and phrases related to the passing of time (<i>now, then, before</i>). 	<ul style="list-style-type: none"> Use more complex time terms (<i>decade, last century, 1990s</i>). 	<ul style="list-style-type: none"> Place events of British history on a timeline, using dates. Begin to understand the scale of history (eg. the Egyptian era lasted for ≈3000 years, but vast amounts of change in last century.) 	<ul style="list-style-type: none"> from global events and recognise that some events are more globally important than others. Show an understanding that recent history has had more of a rapid change than prehistory. 	<ul style="list-style-type: none"> correct dates and labels. Begin to build connections between events that have happened over time. 	<ul style="list-style-type: none"> and facts, showing a sense of historical scale. Comment on trends that happen over time.
Change and development	Identify similarities and differences between ways of life in different periods. Study changes within living memory.		Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time		Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	
	<ul style="list-style-type: none"> Say how something is the same or different in the past. Develop a sense of time and how fast things change (eg. differences between changes in their 	<ul style="list-style-type: none"> Say how lifestyles (work, school, play etc.) were the same or different in the past. Describe some similarities and 	<ul style="list-style-type: none"> Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / 	<ul style="list-style-type: none"> Ask and answer questions about changes by explaining their main similarities and differences. Explore differences between different people living at the same time. Be able to explain why some 	<ul style="list-style-type: none"> Discuss changes, similarities and differences. Describe what life was like for people living at the same point (rich/poor, military/civilians etc.) Deepen understanding of 	<ul style="list-style-type: none"> Ask and answer questions about changes, similarities and differences and challenge responses. Describe changes across an historical period (considering social, political,

	/ their parents / their grandparents lifetimes).	differences between 'then' and 'now'. <ul style="list-style-type: none"> Discuss the speed of change - sometimes in slow increments, sometimes in leaps. 	different to the modern day. <ul style="list-style-type: none"> Explore change at a local level, investigating the impact of national and global events. Begin to understand broader trends / themes over time. 	trends/themes over time are significant.	trends/themes over time.	cultural and technological changes). <ul style="list-style-type: none"> Discuss and debate trends and themes over time.
Cause and effect	Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.		Address and devise historically valid questions about cause.		Address and devise historically valid questions about cause.	
	<ul style="list-style-type: none"> Show an understanding of some key events and identify at least one cause/effect of it. Begin to think about the reasons why things might 	<ul style="list-style-type: none"> Recount key events from the past in their own words and begin to explain why these events happened. Begin to think about the impact that 	<ul style="list-style-type: none"> Question, investigate and give reasons for events in the past (eg. why did the first Roman invasions of Britain fail, but later ones were successful?) 	<ul style="list-style-type: none"> Independently question the reasons behind historical events and changes by giving increasingly accurate answers Describe why events/ people being studied have 	<ul style="list-style-type: none"> Ask and answer clear and accurate questions about what happened and 'why' to further their historical understanding. Debate and discuss different opinions about 	<ul style="list-style-type: none"> Independently ask and answer clear and accurate questions about the past. Discuss and compare a range of plausible causes and effects.

	change (eg. improvements in technology / making life easier / more fun).	historical events have had on modern life.	<ul style="list-style-type: none"> • Begin to describe how events/people have had an impact on modern life such as Roman roads. 	had an impact on modern life.	historical causes and effects.	<ul style="list-style-type: none"> • Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.
Significance and interpretation	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.		Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.		Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.	
	<ul style="list-style-type: none"> • Begin to understand why events being studied are important and be able to give at least one reason. • Use phrases such as now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger. 	<ul style="list-style-type: none"> • Understand why people and events being studied are important and be able to give multiple reasons. • Begin to express opinions and justify them with evidence / facts (eg. Who was the greater nurse?) 	<ul style="list-style-type: none"> • Ask and answer questions about how and why events/people are significant by selecting the most important reason. • Express preferences and personal responses to topics being studied and back-them up with evidence / facts. 	<ul style="list-style-type: none"> • Independently ask and answer questions about how and why events/people are significant by giving multiple reasons. • Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt. • Begin to explain why there can be different viewpoints of the 	<ul style="list-style-type: none"> • Recognise across a few topics that some events and people are more significant than others, and begin to use evidence to back-up responses. • Deepen their understanding that historical knowledge comes from a range of sources, • Understand that there can be many versions of the 	<ul style="list-style-type: none"> • Explain across topics and time periods why some events and people are more significant than others, and use evidence to back-up responses. • Understand that historical knowledge comes from a range of sources, • Understand and explain the nature and

			<ul style="list-style-type: none"> Understand why two accounts of the same event might be different. 	same historical event.	same events in history, giving reasons why these may exist.	reasons for different interpretations in a range of topics.
Plan and carry out an enquiry	<p>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</p>		<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>		<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>	
	<ul style="list-style-type: none"> Ask and answer some historical questions. Sort pictures / objects / events into 'old' and 'new'. Locate relevant information from a source to answer a question. 	<ul style="list-style-type: none"> Ask and answer historically relevant questions. Use historical vocabulary (eg. past, present, recently, years, decades, centuries). Locate relevant information from multiple 	<ul style="list-style-type: none"> Construct relevant questions about history and begin to suggest how these might be answered. Use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age. 	<ul style="list-style-type: none"> Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources. Use historical terms correctly such as rebellion, invasion, settler. Find multiple sources and extract relevant 	<ul style="list-style-type: none"> Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question. Use historical terms correctly such as Dark Ages, conquest, immigrant. Draw conclusions on what happened 	<ul style="list-style-type: none"> Consider the validity of different complex sources and select reliable, appropriate resources to use to answer a specific question. Use historical terms correctly such as treason, democracy, revolt. Reach conclusions on

		sources to answer a question.	<ul style="list-style-type: none"> Find sources and extract relevant information to answer own question. 	information to answer own question.	<p>based on study a range of sources.</p> <ul style="list-style-type: none"> Reflect on an enquiry and identify a way it could be improved or extended. 	<p>what happened based on the study of a range of sources.</p> <ul style="list-style-type: none"> Reflect on enquiries and identify ways in which they could be improved or extended.
Use sources as evidence	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.			
	<ul style="list-style-type: none"> Use pictures and photographs to extract some information about the past. Begin to recognise different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses). 	<ul style="list-style-type: none"> Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past. Begin to piece together clues from a variety of different sources. 	<ul style="list-style-type: none"> Use a range of sources or artefacts (written, visual or oral) to learn more about the past. Consider the range of sources available when we study different historical periods (eg. why do we know much more about the Vikings than the Stone Age?) 	<ul style="list-style-type: none"> Understanding that historical knowledge comes from a range of sources and use them to answer historical enquiries. Look at two versions of the same events identifying how they are similar/different and question the accuracy of modern depictions of historical events. 	<ul style="list-style-type: none"> Accept, reject and comment on how useful sources are when carrying out research. Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion. 	<ul style="list-style-type: none"> Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate. Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.

