

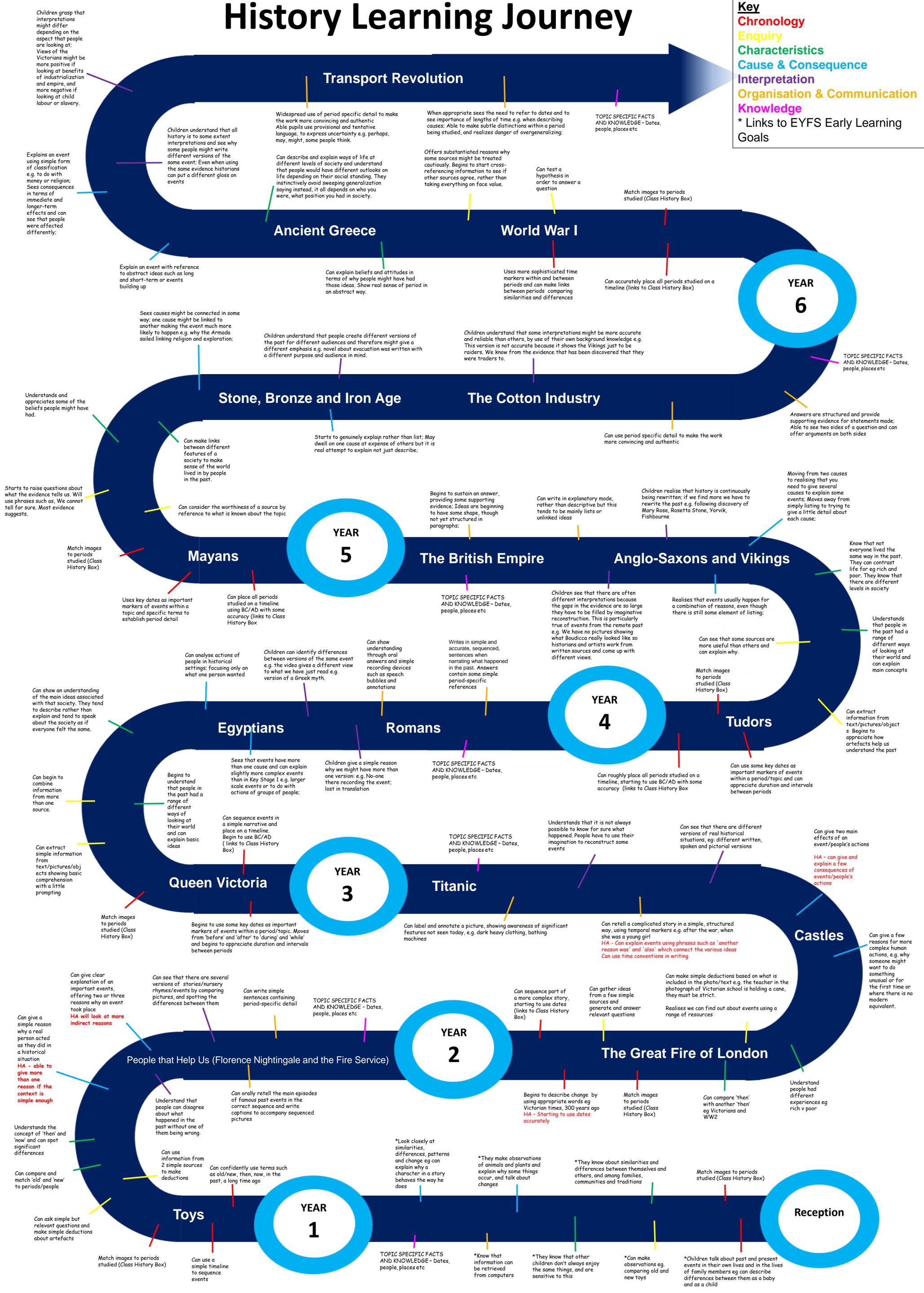
# History Learning Journey

**Key**

- Chronology**
- Enquiry**
- Characteristics**
- Cause & Consequence**
- Interpretation**
- Organisation & Communication**
- Knowledge**

\* Links to EYFS Early Learning Goals

**Goals**



Children grasp that interpretations might differ depending on the aspect that people are looking at. Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.

Explains an event using simple form of classification e.g. to do with money or religion. Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently.

Match images to periods studied (Class History Box)

Can explain an event with reference to abstract ideas such as long and short-term or events building up

Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why the Armada sailed linking religion and exploration.

Understands and appreciates some of the beliefs people might have had.

Starts to raise questions about what the evidence tells us. Will use phrases such as, We cannot tell for sure. Most evidence suggests.

Match images to periods studied (Class History Box)

Uses key dates as important markers of events within a topic and specific terms to establish period detail

Can analyse actions of people in historical settings; focusing only on what one person wanted

Can show an understanding of the main ideas associated with that society. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same.

Can begin to combine information from more than one source.

Can extract simple information from text/pictures/objects showing basic comprehension with a little prompting

Match images to periods studied (Class History Box)

Can give clear explanation of an important event, offering two or three reasons why an event took place  
**HA - will look at more indirect reasons**

Can give a simple reason why a real person acted as they did in a historical situation  
**HA - able to give more than one reason if the context is simple enough**

Understands the concept of 'then' and 'now' and can spot significant differences

Can compare and match 'old' and 'new' to periods/people

Can ask simple but relevant questions and make simple deductions about artefacts

Match images to periods studied (Class History Box)

Can use a simple timeline to sequence events

TOPIC SPECIFIC FACTS AND KNOWLEDGE - Dates, people, places etc

Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events

Widespread use of period specific detail to make the work more convincing and authentic. Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.

Can describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.

When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes; Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing;

Offers substantiated reasons why some sources might be treated cautiously. Begins to start cross-referencing information to see if other sources agree, rather than taking everything on face value.

Can test a hypothesis in order to answer a question

Match images to periods studied (Class History Box)

TOPIC SPECIFIC FACTS AND KNOWLEDGE - Dates, people, places etc

Can accurately place all periods studied on a timeline (links to Class History Box)

Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.

TOPIC SPECIFIC FACTS AND KNOWLEDGE - Dates, people, places etc

Answers are structured and provide supporting evidence for statements made; Able to see two sides of a question and can offer arguments on both sides

Moving from two causes to realising that you need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause;

Know that not everyone lived the same way in the past. They can contrast life for eg rich and poor. They know that there are different levels in society

Understands that people in the past had a range of different ways of looking at their world and can explain main concepts

Can extract information from text/pictures/objects. Begins to appreciate how artefacts help us understand the past

Can use some key dates as important markers of events within a period/topic and can appreciate duration and intervals between periods

Can see that there are different versions of real historical situations eg: different written, spoken and pictorial versions

Can give two main effects of an event/people's actions  
**HA - can give and explain a few consequences of events/people's actions**

Can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent.

Understand people had different experiences eg rich v poor

Match images to periods studied (Class History Box)

\*Children talk about past and present events in their own lives and in the lives of family members eg can describe differences between them as a baby and as a child

Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind.

Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe;

Can make links between different features of a society to make sense of the world lived in by people in the past.

Can consider the worthiness of a source by reference to what is known about the topic

Can place all periods studied on a timeline using BC/AD with some accuracy (links to Class History Box)

Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth.

Can show understanding through oral answers and simple recording devices such as speech bubbles and annotations

Writes in simple and accurate, sentences when narrating what happened in the past. Answers contain some simple period-specific references

Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas

Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mary Rose, Rosetta Stone, York, Fishbourne

TOPIC SPECIFIC FACTS AND KNOWLEDGE - Dates, people, places etc

Can see that some sources are more useful than others and can explain why.

Realises that events usually happen for a combination of reasons, even though there is still some element of listing;

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\*Know that information can be retrieved from computers

\*They know that other children don't always enjoy the same things, and are sensitive to this

\*They know about similarities and differences between themselves and others, and among families, communities and traditions

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