



I am a HISTORIAN

Historical Enquiry

- Use a range of sources to find out about a period (texts books, artefacts, pictures, videos).
- Select and record information relevant to the study.
- Begin to use the library and internet for research.



Historical Concepts

- Research everyday lives of people in time of the topic and compare with our lives today.
- Identify reasons for and the results of people's actions.
- Show empathy and understanding to why people acted in a certain way.

Historical Interpretation

- Identify and give reasons why the past is represented in different ways.
- Distinguish between different sources when comparing a single event.
- Look at a variety of representations of the time period (newspapers, videos, museums).

Historical Chronology

- Place the time studied on a time line.
- Use dates and terms related to a topic.
- Sequence several events.

Historical Communication

- Begin to use correct vocabulary to discuss the passing of time.
- Explain about the past in one way (orally using common words and phrases, drawings, written reports).



I am a HISTORIAN

Historical Enquiry

- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in a time past
- Use the library and internet for research.



Historical Concepts

- Use evidence to reconstruct life in topic studied
- Identify key features and events of topic studied
- Offer reasonable explanation for events

Historical Interpretation

- Look at and use evidence available
- Begin to evaluate the usefulness of different sources.
- Use historical knowledge and a variety of representations of the period (museums, newspapers, cartoons, videos)

Historical Chronology

- Place the events of a topic on a time line
- Use terms related to the period and begin to date events
- Understand more complex terms (such as BC/AD)

Historical Communication

- Begin to use correct vocabulary to discuss the passing of time.
- Explain about the past in one way (orally using common words and phrases, drawings, written reports).



I am a HISTORIAN

Historical Enquiry

- Begin to identify primary and secondary sources.
- Use evidence to build up a picture of a past event.
- Use the library and internet for research.



Historical Concepts

- Study different aspects of different people, e.g. differences between men and women in the topic.
- Examine causes and results of great events and the impact on people.
- Compare life in early and late 'times' studied, e.g. comparing the same aspect of life across two different topics.

Historical Interpretation

- Compare accounts of events from different sources, identifying fact or fiction.
- Offer reasons for different versions of the same event.

Historical Chronology

- Make comparisons between different times in the past.
- Know and sequence key events of topic.
- Use relevant terms and period labels.

Historical Communication

- Recall, select and organize historical information.
- Recount events accurately and explain why some people and events were important.



I am a HISTORIAN

Historical Enquiry

- Recognise primary and secondary sources.
- Use a range of sources to find out about an aspect of a time past.
- Bring knowledge gathered from several sources together in a fluent account.
- Use the library and internet for research.



Historical Chronology

- Place current study on timeline in relation to other studies.
- Sequence up to 10 events on a timeline.
- Use relevant terms and period labels.

Historical Concepts

- Find out about beliefs, behaviours and characteristics of people, recognizing that not everyone shares the same views or feelings.
- Compare beliefs and behaviours with another topic studied.
- Write another explanation of a past event in terms of cause and effect using evidence to support explanation.
- Know key dates, characters and events of time studied.

Historical Interpretation

- Link sources and work out how conclusions were arrived at.
- Consider ways of checking the accuracy of interpretations - fact, fiction or opinion.
- Be aware that different evidence will lead to different conclusions.

Historical Communication

- Select and organise information to produce structured work, making appropriate use of dates and terms.
- Recount events accurately and explain why some people and events were important.