

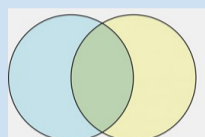
I am an EYFS Historian because...



I know that our environment changes over time

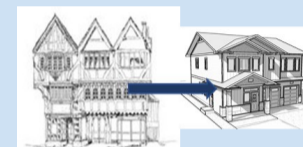
I can use photographs and stories to compare events of the past with life today

I can explain cause and effect through play and begin to say why things happen.



I am beginning to realise similarities and differences between the past and today.

I know the names of people who are significant and special in my own life.



I know that the environment around us changes as time passes

I can use photographs and non-fiction books to find out about life in the past, and that the past can be represented in photographs and drawings.



I know that stories and books can tell us about life in the past.

I know that some members of the class may see different details in photographs.

I can make simple observations about the past from photographs and drawings and explain my thoughts using simple language.



I am aware of changes that happen through the year, such as seasons and events.



I can recall special people.



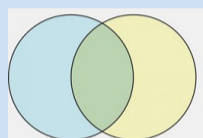
I am a Year 1 Historian because...



I know that a timeline shows the order of events. I can look at 'now' and then look back and use common words such as now, before, after.

I know that some inventions of the past (toys) influence my life today.

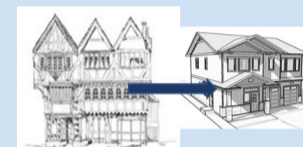
I can ask why things happen and begin to explain why with support.



I know that there are similarities and differences between my life today and their lives in the past.

I know that everyday objects (toys) have changed as new materials have been invented.

I understand that some things change while other items remain the same and some are new.



I know that the sinking of the Titanic is considered a significant event

I know that Matthew Henson explored cold places and looked at photos to discover what he found

I know that we can make inferences and deductions using images from the past.



I know older toys are made of wood and newer toys are plastic.

I am beginning to identify different ways to represent the past



I know that the way people explore has changed with the invention of new ways to travel



I know that some people and events are considered more 'special' or significant than others.



I am a Year 2 **Historian** because...

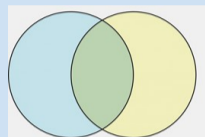


I know that events in history may last different amounts of time.

I can use photos to learn how schools were different in the past

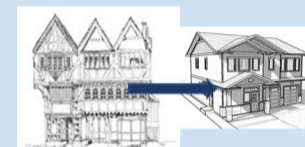


I know that changes may come about because of improvements in technology.



I can identify similarities and difference between ways of life at different times with support.

I can say how schools have changed from the 1900s and how things have stayed the same.



I can identify simple reasons for changes.

I can say how Samuel Pepys was an important figure in the Great Fire of London.

I know that the Great fire of London was the cause of change in the way houses are built today.



I can use a range of sources to find out about a period.

I can say what a monarch is, and who our monarch is.



I am developing my own interpretations from photographs and written sources.

I can talk about the importance of Samuel Pepys burying his diaries in the garden during the Great Fire Of London.

I can compare two significant queens: Queen Elizabeth and Queen Victoria



I can talk about the impact of a historical event on society.



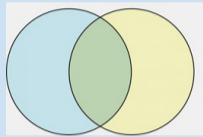
I am a Year 3 **Historian** because...



I know that we can use dates to work out the interval between periods of time.

I understand that society was organised in different ways in different cultures including Egyptians, Stone age and Romans.

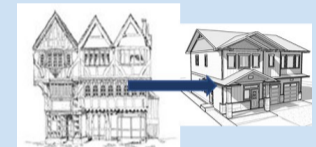
I can identify the consequences of events and the actions of people



I can identify similarities and differences between periods of history.

I know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.

I can identify reasons for change and reasons for continuities



I understand that there are different beliefs in different cultures, times and groups.

I am aware of the achievements of the Ancient Egyptians



I can define the terms 'source' and 'evidence'.

I understand that trade began as the exchange of goods.

I create a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.



I can Recall some important people and events



I am a Year 4 **Historian** because...

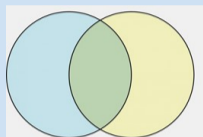


I can place significant Anglo-Saxon and Viking events on a timeline.

I understand how invaders and settlers influence the culture of the existing population.

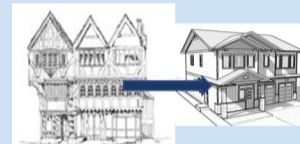


I can identify reasons for historical events, situations and changes.



I can talk about the similarities and differences in Children's lives throughout history, compared to children's lives today.

I know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.



I know that Anglo Saxon houses were different to houses today and can say what the changes are.

I am beginning to develop a chronologically secure knowledge of local, British and world history



I know that artefacts and sources tell us about the people buried at Sutton Hoo.

I can say how Lord Shaftsbury changed the lives of children and how his legacy continues today.



I can evaluate the usefulness of different sources.

I know how technology has changed to eradicate childhood diseases that were common in the past.



I can talk about the significance of the Viking raids and the lasting impact on Britain.



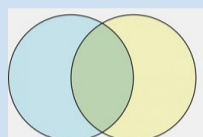
I am a Year 5 **Historian** because...



I understand the term "century" and how dating by centuries works

I understand how society is organised in different cultures, times and groups

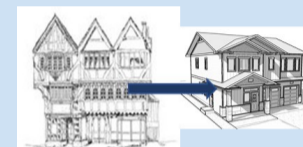
I can give reasons for historical events, the results of historical events, situations and changes



I make links with different time periods studied

I understand that the expansion of trade routes increased the variety of goods available

To know that change can be traced using the census



I understand that people in the past were as inventive and sophisticated in thinking as people today

To be aware of the different beliefs that different cultures, times and groups hold

I can distinguish between fact and opinion.

I understand that there are differences between early and later civilisations

I understand that there are different interpretations of historical figures and events



I can identify and compare significant people and events across different time periods.



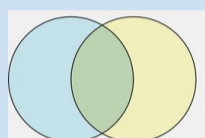
I am a Year 6 **Historian** because...



I am developing a chronologically secure understanding of British, local and world history across the periods studied.

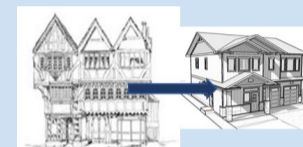
I understand the impact of war on local communities and know some of the impacts of war on daily lives

I know that members of society standing up for their rights can be the cause of change



I can describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

I understand the changing role of women and men in Britain



I can describe the links between different societies.

I know that new and sophisticated technologies were advanced which allowed cities to develop.

To be aware of how different societies practise and demonstrate their beliefs.



I can identify how sources with different perspectives can be used in a historical enquiry

I can evaluate the usefulness of historical sources.



I can explain the significance of events, people and developments

