



## Geography - Oracy and Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems	Sentence stems
<p>It is.....</p> <p>It is n</p>	<p>I agree with..... Because.....</p> <p>They are the same because....</p> <p>I think that.....</p> <p>It is ..... and .....</p> <p>In my opinion ..... Because.....</p> <p>I ..... Because.....</p> <p>I think .....because ..... and .....</p> <p>First.....</p>	<p>I agree / disagree with ..... because.....</p> <p>They are different because.....</p> <p>I think that..... because.....</p> <p>It / this is..... and.....</p> <p>It was interesting because.....I like ..... Because.....</p> <p>When I.....because.....</p> <p>I think this..... because.....</p> <p>First....., next.....</p>	<p>An argument for / against ..... Is ..... because.....</p> <p>..... and .....are similar because.....</p> <p>I found that.....because.....</p> <p>It appears to be..... Because.....</p> <p>I enjoyed it because.....</p> <p>What.....after.....</p> <p>Because i know..... I know.....</p> <p>First....., next.....because.....</p>	<p>An argument for / against ..... Is ..... because.....and .....</p> <p>..... and ..... are alike in that.....</p> <p>In conclusion, I would say that..... due to the fact that.....</p> <p>I think it looks like..... because.....</p> <p>..... was ambitious / successful because .....</p> <p>Then / as a result of / later / meanwhile / furthermore / eventually / in contrast to / because</p> <p>Maybe it's because....</p> <p>Firstly..... Because / however / therefore / after a while / meanwhile.....</p>	<p>I have two main reasons for believing this. First of all, as I'm sure you'll agree.....</p> <p>However, they also differ / are similar in some ways. For example ..... / while.....</p> <p>In conclusion.....</p> <p>It seems to be like ..... because.....</p> <p>This is supported by the fact that.....</p> <p>In conclusion.....</p> <p>Perhaps the reason is.....</p> <p>Following this / that.....</p>	<p>On the one hand..... But....</p> <p>The similarities / differences seem more significant than the similarities / differences because.....</p> <p>This infers that.....</p> <p>In comparison to.....</p> <p>My view is that.....</p> <p>In summary.....</p> <p>Taking everything into account .....</p> <p>Whilst X was..... Y was .....</p>

<p>ot.....</p> <p>Yes because.....</p> <p>No because .....</p> <p>This is ..... and that is.....</p> <p>It will ..... Because.....</p> <p>It looks like .....</p> <p>It is the same because.....</p> <p>It is different because .....</p> <p>It is ..... because.....</p> <p>It has ..... because.....</p>						
<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>
<p>Natural, plants, animals, growth, decay, environment, community, tradition, feature,</p>	<p>Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>All from Y1 / YR2 and: Urban, settlement, Prime / Greenwich Meridian, latitude and longitude, locational, climate zone, water cycle</p>	<p>All from Y1 / YR2 and: Urban / rural, settlement, Prime / Greenwich Meridian, latitude and longitude, locational, climate zone, water</p>	<p>All from Y1 / Yr2 / Y3 / Y4 and: Biome, avalanche, thematic, grid reference, ordnance survey, annotate, fieldwork,</p>	<p>All from Y1 / Yr2 / Y3 / Y4 and: Biome, avalanche, thematic, grid reference, ordnance survey, annotate, fieldwork,</p>

	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Equator, North pole, South pole, seasonal, location, country, continent, ocean, map, atlas, globe, beach, nation, key, plan, environment, world,</p>	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Equator, North pole, South pole, seasonal, location, country, continent, ocean, map, atlas, globe, beach, nation, key, plan, environment, world,</p>	<p>(evaporation, condensation, precipitation, run off, underground water), volcano (Magma, lava, magma chamber, conduit, eruption cloud, vent), region</p>	<p>cycle (evaporation, condensation, precipitation, run off, underground water), volcano (Magma, lava, magma chamber, conduit, eruption cloud, vent), region</p>	<p>scale</p>	<p>scale</p>
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Geography - the UK and local area						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>30-50 months</b> I can comment and ask questions about aspects of the world, such as the place where I live or the natural world.</p> <p>I can talk about some of the things I have observed, such as plants, animals, natural and found objects.</p> <p>I can talk about why things happen and how things work.</p> <p>I can develop an understanding of growth, decay and changes over time.</p> <p>I can show care and concern for living things and the environment</p> <p><b>40-60 months</b> I can look closely at similarities, differences, patterns and change.</p> <p>I can talk about past and present events in my own life and in the life of family members.</p> <p>I can know about similarities and differences between myself and others, and among families, communities and traditions.</p> <p>I can know about similarities and differences in relation to</p>	<p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and it's surrounding seas on a map. (E.g. Using information about food from different parts of the UK, create a map showing where regional foods come from, Prepare a "Great British picnic" using these foods.)</p>	<p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and it's surrounding seas on a map. (E.g. Using information about food from different parts of the UK, create a map showing where regional foods come from, Prepare a "Great British picnic" using these foods.)</p>	<p>I can describe where the UK is located, and name and locate some major urban areas.</p> <p>I can locate where I live in the UK using locational terminology (North, South, East, West) and the names of nearby countries.</p> <p>I can locate and describe some human and physical characteristics of the UK (E.g. use a copy of a map of the British rivers. Add the names of the settlements at the mouth of rivers)</p>	<p>I can describe where the UK is located, and name and locate some major urban areas.</p> <p>I can locate where I live in the UK using locational terminology (North, South, East, West) and the names of nearby countries.</p> <p>I can locate and describe some human and physical characteristics of the UK (E.g. use a copy of a map of the British rivers. Add the names of the settlements at the mouth of rivers)</p>	<p>I can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. Locate the UK's major urban areas knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>I can recognise broad land-use patterns of the UK. (E.g. Use a blank map to create a "Highest, longest, biggest challenge - locate the longest river and the highest point of each country of the UK, as well as other categories the children develop of their own, e.g. waterfall, lake, city, population).</p>	<p>I can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. Locate the UK's major urban areas knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>I can recognise broad land-use patterns of the UK. (E.g. Use a blank map to create a "Highest, longest, biggest challenge - locate the longest river and the highest point of each country of the UK, as well as other categories the children develop of their own, e.g. waterfall, lake, city, population).</p>

places, objects, materials and living things. I can talk about the features of my own environment and how environments might vary from one						
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Geography - The world and continents						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a specific animal)	I can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a specific animal)	I can identify the position of the Prime / Greenwich Meridian and understand the significance of <b>latitude and longitude</b> (E.g. in a group or individually, make a locational map game, quiz or puzzle for other children in their class to test knowledge and understanding of latitude and longitude)	I can identify the position of the Prime / Greenwich Meridian and understand the significance of <b>latitude and longitude</b> (E.g. in a group or individually, make a locational map game, quiz or puzzle for other children in their class to test knowledge and understanding of latitude and longitude)	I can locate cities, countries and regions of Europe and North and South America on physical and political maps.  I can describe key physical and human characteristics and environmental <b>regions</b> of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)  I can locate places studied in relation to the Equator, <b>latitude and longitude</b> , and relate this to their time zone, climate, season and vegetation. (E.g. Produce a world fruit map based around the world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone)	I can locate cities, countries and regions of Europe and North and South America on physical and political maps.  I can describe key physical and human characteristics and environmental <b>regions</b> of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)  I can locate places studied in relation to the Equator, <b>latitude and longitude</b> , and relate this to their time zone, climate, season and vegetation. (E.g. Produce a world fruit map based around the world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone)

Geography - Physical themes						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I can identify seasonal and daily weather patterns in the United Kingdom .  I can describe which continents have significant hot or cold areas and relate these	I can identify seasonal and daily weather patterns in the United Kingdom .  I can describe which continents have significant hot or cold areas and relate these	I can indicate tropical, temperature and polar <b>climate zones</b> on a globe or map and describe the characteristics of these zones using appropriate vocabulary. (E.g. prepare a report, using	I can indicate tropical, temperature and polar <b>climate zones</b> on a globe or map and describe the characteristics of these zones using appropriate vocabulary. (E.g. prepare a report, using	I can understand how climate and vegetation are connected in <b>biomes</b> , e.g.the tropical rainforest and the desert.  I can describe what the climate of a region is like and how	I can understand how climate and vegetation are connected in <b>biomes</b> , e.g.the tropical rainforest and the desert.  I can describe what the climate of a region is like and how

	<p>to the Poles and Equator. (E.g. prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Use a webcam or weather forecast to answer these questions. Make comparisons with the weather in the area)</p> <p>I can recognise a natural environment and describe it using key vocabulary. (E.g. make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather)</p>	<p>to the Poles and Equator. (E.g. prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Use a webcam or weather forecast to answer these questions. Make comparisons with the weather in the area)</p> <p>I can recognise a natural environment and describe it using key vocabulary. (E.g. make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather)</p>	<p>maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and biome and what it eats)</p> <p>I can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>I can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>I can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains (E.g. make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts)</p>	<p>maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and biome and what it eats)</p> <p>I can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>I can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>I can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains (E.g. make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts)</p>	<p>plants and animals are adapted to it.</p> <p>I can understand how food production is influenced by climate. (E.g. Produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations)</p>	<p>plants and animals are adapted to it.</p> <p>I can understand how food production is influenced by climate. (E.g. Produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations)</p>
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Geography - Human themes						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	See Forest School	See Forest School	<p>I can identify and sequence a range of <b>settlement</b> sizes from a village to a city. I can describe the characteristics of <b>settlements</b> with different functions, e.g. coastal towns. I can use appropriate vocabulary to describe the main land uses within the urban areas and identify the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, research several major cities in north and South America and identify how they are different and similar)</p>	<p>I can identify and sequence a range of <b>settlement</b> sizes from a village to a city. I can describe the characteristics of <b>settlements</b> with different functions, e.g. coastal towns. I can use appropriate vocabulary to describe the main land uses within the urban areas and identify the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, research several major cities in north and South America and identify how they are different and similar)</p>	<p>I can know and understand what life is like in cities and in villages and in a range of <b>settlement</b> sizes.</p> <p>I can understand that products we use are imported as well as locally produced.</p> <p>I can explain how the types of industry in the area have changed over time.</p> <p>I can understand where our energy and natural resources come from. (E.g. Prepare a presentation for a decision making exercise selecting an energy source to generate power for nearby houses)</p>	<p>I can know and understand what life is like in cities and in villages and in a range of <b>settlement</b> sizes.</p> <p>I can understand that products we use are imported as well as locally produced.</p> <p>I can explain how the types of industry in the area have changed over time.</p> <p>I can understand where our energy and natural resources come from. (E.g. Prepare a presentation for a decision making exercise selecting an energy source to generate power for nearby houses)</p>

**Geography - Understanding places and connections**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can describe the <b>physical and human geography</b> of a distant place.</p> <p>I can describe my locality and how it is different and similar to that distant place.</p> <p>(E.g. Complete a travel document to visit a place studied; work with a peer in a role play to explain why they wish to visit this place, mentioning its physical and human characteristics)</p>	<p>I can describe the <b>physical and human geography</b> of a distant place.</p> <p>I can describe my locality and how it is different and similar to that distant place.</p> <p>(E.g. Complete a travel document to visit a place studied; work with a peer in a role play to explain why they wish to visit this place, mentioning its physical and human characteristics)</p>	<p>I can understand the <b>physical and human geography</b> of the UK and it's contrasting human and physical environments. I can explain why some regions are different from others. (E.g. research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment).</p> <p>I can describe and compare similarities and differences between some regions in Europe and North or South America. I can understand how the human and physical characteristics of one <b>region</b> in Europe and north or South America are connected and make it special. (E.g. using photos, information sheets and Google Earth, record information about one city in North America and one in South America and their surrounding areas. Compare these cities, drawing out human and physical characteristics, identify differences and similarities).</p> <p>I can understand how physical <b>processes</b> can cause hazards to people. I can describe some advantages and disadvantages of living in hazard prone areas. E.g. investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research)</p>	<p>I can understand the <b>physical and human geography</b> of the UK and it's contrasting human and physical environments.</p> <p>I can explain why some regions are different from others.</p> <p>(E.g. research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment).</p> <p>I can describe and compare similarities and differences between some regions in Europe and North or South America. I can understand how the human and physical characteristics of one <b>region</b> in Europe and north or South America are connected and make it special. (E.g. using photos, information sheets and Google Earth, record information about one city in North America and one in South America and their surrounding areas. Compare these cities, drawing out human and physical characteristics, identify differences and similarities).</p> <p>I can understand how physical <b>processes</b> can cause hazards to people. I can describe some advantages and disadvantages of living in hazard prone areas. E.g. investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research)</p>	<p>I can understand how a <b>region</b> has changed and how it is different from another region of the UK.</p> <p>(E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people.</p> <p>I can know information about a <b>region</b> of Europe and North or South America, its physical environment and climate, and economic activity.</p> <p>(E.g. Design an app / web page / leaflet for tourists to the Alps, selecting a range of information about the physical and human environment).</p> <p>I can explain some ways <b>biomes</b> (including oceans) are valuable, why they are under threat and how they can be protected.</p> <p>I can understand how human activity is influenced by climate and weather.</p> <p>I can understand the causes of hazards from physical environments and their management; such as avalanches in mountain <b>regions</b>.</p> <p>I can explain several threats to wildlife / habitats.</p> <p>(E.g. Make an animation to show why Amazon rainforest is valuable and under threat, and why it should be protected)</p>	<p>I can understand how a <b>region</b> has changed and how it is different from another region of the UK.</p> <p>(E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people.</p> <p>I can know information about a <b>region</b> of Europe and North or South America, its physical environment and climate, and economic activity.</p> <p>(E.g. Design an app / web page / leaflet for tourists to the Alps, selecting a range of information about the physical and human environment).</p> <p>I can explain some ways <b>biomes</b> (including oceans) are valuable, why they are under threat and how they can be protected.</p> <p>I can understand how human activity is influenced by climate and weather.</p> <p>I can understand the causes of hazards from physical environments and their management; such as avalanches in mountain <b>regions</b>.</p> <p>I can explain several threats to wildlife / habitats.</p> <p>(E.g. Make an animation to show why Amazon rainforest is valuable and under threat, and why it should be protected)</p>

### Geography - Map and atlas work

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I can use a world map, atlas or globe to name and locate the seven continents and five	I can use a world map, atlas or globe to name and locate the seven continents and five	I can use a map or atlas to locate some countries and cities in Europe or North and	I can use a map or atlas to locate some countries and cities in Europe or North and	I can use physical and political maps to describe key physical and human characteristics of	I can use physical and political maps to describe key physical and human characteristics of

	<p>oceans.</p> <p>I can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>(E.g. Locate the continents where different animals live on a blank base map of the world using an atlas)</p>	<p>oceans.</p> <p>I can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>(E.g. Locate the continents where different animals live on a blank base map of the world using an atlas)</p>	<p>South America.</p> <p>I can use a map to locate some states of the USA</p> <p>I can use an atlas to locate the UK and locate some major urban areas; locate where I live in the UK.</p> <p>(E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy)</p>	<p>South America.</p> <p>I can use a map to locate some states of the USA</p> <p>I can use an atlas to locate the UK and locate some major urban areas; locate where I live in the UK.</p> <p>(E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy)</p>	<p>regions of Europe or North and South America.</p> <p>I can use globes and atlases to locate places studies in relation to the Equator, <b>latitude and longitude</b>, and time zones.</p> <p>I can use thematic maps for specific purposes.</p> <p>(E.g. Use physical and political maps to identify the Alps, its countries, cities and topography)</p> <p>I can use four-figure, and find six-figure grid references.</p> <p>I can describe height and slope from a map.</p> <p>I can read and compare map scales.</p> <p>(E.g. Use a large scale OS map of the local area to annotate with photographs and information about a local issue)</p>	<p>regions of Europe or North and South America.</p> <p>I can use globes and atlases to locate places studies in relation to the Equator, <b>latitude and longitude</b>, and time zones.</p> <p>I can use thematic maps for specific purposes.</p> <p>(E.g. Use physical and political maps to identify the Alps, its countries, cities and topography)</p> <p>I can use four-figure, and find six-figure grid references.</p> <p>I can describe height and slope from a map.</p> <p>I can read and compare map scales.</p> <p>(E.g. Use a large scale OS map of the local area to annotate with photographs and information about a local issue)</p>
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Geography - Fieldwork and investigation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	See Forest School	See Forest School	See Forest School	See Forest School	<p>I can make sketch maps of areas using symbols, a key and a scale.</p> <p>I can use digital maps to investigate features of an area.</p> <p>I can present information gathered in <b>fieldwork</b> using a range of graphs.</p> <p>(E.g. Research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).</p> <p>I can plan and carry out a fieldwork investigation in an urban and / or rural area using appropriate techniques.</p> <p>(E.g. Plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence from surveys,</p>	<p>I can make sketch maps of areas using symbols, a key and a scale.</p> <p>I can use digital maps to investigate features of an area.</p> <p>I can present information gathered in <b>fieldwork</b> using a range of graphs.</p> <p>(E.g. Research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).</p> <p>I can plan and carry out a fieldwork investigation in an urban and / or rural area using appropriate techniques.</p> <p>(E.g. Plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence from surveys,</p>

					photographs and interviews, and present findings to the head teacher and school council.	photographs and interviews, and present findings to the head teacher and school council.
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History - Oracy and Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sentence stems</b>	<b>Sentence stems</b>	<b>Sentence stems</b>	<b>Sentence stems</b>	<b>Sentence stems</b>	<b>Sentence stems</b>	<b>Sentence stems</b>
It is..... It is not..... Yes because..... No because ..... This is ..... and that is..... It will ..... Because..... It looks like ..... It is the same because..... It is different because ..... It is ..... because..... It has ..... because						
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
Experiences, occupation, growth, decay, changes, feature, natural						

History - Chronology and sequencing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I can order events from the past in my lifetime. I can match objects to people of different ages. I can recall people associated with particular events from the past. E.g., The Gunpowder plot.	I can sequence events/ pictures from the past in a timeline from different periods within my lifetime and before my lifetime. I can use year 2 history vocabulary when retelling stories from the past. I can explain the sequence of	I can identify some of the achievements made by different events, objects, societies and people. I can sequence and group a few events linking to the topic. I can place the time studied on a timeline.	I can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. Recall a number of details about the Ancient Egyptians and their achievements. I can sequence the main features of a period of time.E.g	I can provide overviews of the most significant themes, individual societies and events covered. E.g give a summary of the main features of the Mayan society. I can independently sequence the key events, objects, themes, societies and people using dates, period labels and	I can show a detailed awareness of the themes, events, societies and people covered in the KS2 topics. I can independently sequence key events , objects, themes, societies and people using topics covered using dates, period labels and terms accurately.

	<p>I can identify the difference between past and present in my own life and others lives.</p> <p>I can recount stories from the past.</p> <p>I can use year 1 history vocabulary when retelling stories from the past.</p>	<p>events on my timeline and the reasons for my sequence.</p> <p>I can draw a conclusion from a range of features within an event (family, local, national and global history).</p> <p>I can provide a valid explanation for their sequence of events. (Exceeding)</p>	<p>I can sequence several events relating to the time period being studied.</p>	<p>events, people and objects.</p> <p>I can describe a range of people, events and developments throughout a particular historical period.</p> <p>I can sequence a range of events using key dates from the historical period studied.</p> <p>I can comment on why a range of events, structures and artefacts belong to a particular time period and why they would not belong to another time period. (Exceeding)</p>	<p>terms.</p> <p>E.g Select from a range of material and sequence using appropriate labels and dates.</p>	
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History - Historical concepts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can identify similarities and differences between ways of life in different periods about a particular topic. E.g. Early and modern Aeroplanes.</p> <p>I can identify at least one reason why an historical event occurred.</p> <p>I can identify one effect an historical event had. E.g. The Gunpowder plot.</p> <p>I can consider one reason why an event or person might be significant.</p>	<p>I can independently recognise similarities, differences and changes within a time period.</p> <p>I can describe the similarities, differences and changes across different time periods and topics.</p> <p>I can identify a few relevant causes and effects of an historical event.</p> <p>I can identify a range of significant aspects of a theme, society, period or person and comment on why they have selected these aspects. E.g. Give reasons for why they have chosen particular aspects of the life of a famous explorer.</p> <p>I can explain the achievements of various explorers stating which one is the biggest hero and justify their opinion. (Exceeding)</p>	<p>I can describe the similarities and differences that have occurred within a time period.</p> <p>I can describe why key events and developments changed over time.</p> <p>I can select and describe the most important features of an historical topic.</p> <p>I can recognise and explain why different people might have different views about an historical event or person.</p>	<p>I can say the similarities, differences and changes in a period of time.</p> <p>I can talk about the importance of the causes and effects of some of the key events and developments within topics.</p> <p>I can explain how and why there were different viewpoints on a given topic.</p> <p>I can explain and justify why some causes and effects were a priority. (Exceeding)</p> <p>I can explain why a historical topic, event or person was significant.</p> <p>I can explain how and why different individuals may have a different viewpoint about a historical situation or event. (Exceeding)</p>	<p>I can compare similarities, differences and changes within and across some topics e.g in terms of importance, progress or the type and nature of the change. E.g. Provide some similarities and differences affecting different forms of communication.</p> <p>I can explain the role and significance of different causes and effects of a range of events and developments. E.g. Explain how and why the Vikings were such successful travellers and how important this was to their success.</p> <p>I can explain the reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.</p> <p>I can explain how and why it is possible to have different interpretations of the same event or person. E.g. Compare fiction and non-fiction sources</p>	<p>I can independently compare how typical similarities, differences and changes were E.g identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time.</p> <p>I can independently comment on the different types of causes and effects for most of the events covered,, including longer - and shorter - term aspects. E.g recognise and explain different causes and effects for the length of the Viking settlements in Britain such as technological, economic, social and cultural.</p> <p>I can compare the significance of events, development and people across topics and time periods. E.g explain which period of Ancient Greek history was the most important, giving reasons for their choices.</p> <p>I can understand and explain the nature and reasons for different interpretations in a range of topics. E.g Recognise</p>

					of information. I can understand, define and use historical vocabulary and make links with modern day language.	and explain how and why there could be different interpretations about Athenian society
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History - Historical enquiry						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can ask a question about an historical event or person.</p> <p>I can answer a question about an historical person.</p> <p>I can explore and talk about the past using artefacts, pictures and written information .</p>	<p>I can ask and answer questions about an historical person using historical terminology.</p> <p>I can plan a small investigation on the life of an explorer.</p> <p>I can collect information from two different sources and use this to produce a response.</p> <p>I can select appropriate information from different sources, including artefacts, pictures and written information.</p> <p>I can talk about the advantages and disadvantages of different sources to answer historical questions and explain which ones are the most useful for different purposes. (Exceeding)</p>			<p>I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.</p> <p>I can comment with confidence on the range of different types of source for enquiries, including extended enquiries. E.g. Select evidence that supports their judgements of how the war affected the local area.</p> <p>I can reject or accept sources based on valid criteria when carrying our particular enquiries.</p> <p>I can form a conclusion based on asking and answering questions relating to historical enquiry.</p> <p>I can use evidence to build up a picture of a past event.</p>	<p>I can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas of ways to develop or improve responses. E.g. Plan independently an investigation into the successes and failures of the Anglo-saxonsand produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines, reconstructions.</p> <p>I can independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. E.g. Recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War (primary and secondary sources).</p>