



## Year 1 History TAF

### Chronological Understanding

1	I can sequence a few events (things that have happened), within living memory, in the order they have happened	
2	I can use everyday words and phrases relating to the passing of time e.g., before, after, a long time ago, past	

### Knowledge and understanding of events, people, and changes in the past

3	I can say how the past is different from today	
4	I can say how some things have changed since I was born	
5	I can describe the similarities and differences between historical artefacts I have looked at	
6	I can talk about people from the past who are important and what they did	
7	I can talk about special events from the past and the impact they have had on our people's lives	
8	I can talk about why people did certain things in the past	

### Historical interpretation and Enquiry

9	I am beginning to use a range of historical sources e.g. books, pictures, stories to find out about the past	
10	I am beginning to ask and answer questions about the past using historical sources	
11	I am beginning to talk about different ways to represent the past e.g. photos, stories, adults talking about the past	
12	I am beginning to talk about what is fact and fiction when thinking about the past	

## Year 2

### Chronological Understanding

1	I can use the correct historical words to place events and objects in the right sequence to explain the passing of time	
2	I can sequence and describe key events using pictures, artefacts, and the memories of people from different periods in my life and the lives of others	

### Knowledge and understanding of events, people, and changes in the past

3	I can explain how the lives of people in the past were similar or different to my own	
4	I can explain some of the changes that have occurred in Britain and across the world relating to significant historical events	
5	I can give reasons why historical figures acted the way they did in the past	
6	I can use simple historical facts to describe the lives of people and events that occurred in the past	
7	I am developing empathy and an understanding of how the lives of people were different in the past	
8	I can describe historical events, places, and lives of individuals in the past who have contributed to local history	
9	I can use a wide range of historical terms to show my understanding of key features of events	

### Historical interpretation and Enquiry

10	I can use a range of historical sources e.g., books, pictures, stories to ask and answer a range of questions about the past	
11	I can find answers to questions about the past by looking at different sources of information	
12	I can discuss how helpful a historical source is in supporting my historical enquiry	
13	I can identify different ways to represent the past	



**Year 3  
History TAF**

**Chronological Understanding**

<b>1</b>	I know that past time can be divided into different periods in history	
<b>2</b>	I can place historical events on a simple timeline	
<b>3</b>	I can use key historical dates and terms to give key times and events from the past I have learnt about in chronological order	

**Knowledge and understanding of events, people, and changes in the past**

<b>4</b>	I can use factual knowledge to describe the main changes, events, and achievements of historical figures in the past	
<b>5</b>	I can identify the reasons for and results of actions of key historical figures in the past I have studied	
<b>6</b>	I understand why people in the past many have done something significant	
<b>7</b>	I can compare the lives of people in the past with our life today	
<b>8</b>	I can explain some of the historical changes that have occurred locally and the impact these on our lives today	
<b>9</b>	I can identify similarities and differences between our lives and the lives of people living in the past	
<b>10</b>	I can describe things that are the same or different between different periods of time using some dates and historical words	

**Historical interpretation and Enquiry**

<b>11</b>	I can distinguish between different historical sources and am beginning to evaluate their usefulness	
<b>12</b>	I can ask historically valid questions to find out more about the past	
<b>13</b>	I can use a range of historical sources to find out about different periods in history	
<b>14</b>	I can select and record information in order to ask and answer specific historical questions	
<b>15</b>	I can identify and give reasons for different ways in which the past is represented	

**Year 4**

**Chronological Understanding**

<b>1</b>	I can use terms and specific dates relating to different periods in history I have studied	
<b>2</b>	I can place key historical events from different periods in history on a timeline	
<b>3</b>	I am beginning to use more complex terms e.g. BC/AD to give key times and events from the past in chronological order	

**Knowledge and understanding of events, people, and changes in the past**

<b>4</b>	I can describe things that are similar or different between different periods of time I have studied using some dates and historical words	
<b>5</b>	I can explain key changes that have occurred in Britain and across the world relating to the actions of historical figures and significant historical events	
<b>6</b>	I know about and understand how Britain has influenced the wider world	
<b>7</b>	I can use evidence from a range of sources to reconstruct life in Britain long ago	
<b>8</b>	I am beginning to suggest the causes and consequences of the main events and changes that have occurred in different periods of history	
<b>9</b>	I can offer reasonable explanations for some key historical events locally, nationally and globally	

**Historical interpretation and Enquiry**

<b>9</b>	I can explain how the past can be represented in different ways	
<b>10</b>	I can use sources of information in different ways to help me answer questions about the past	
<b>11</b>	I can use evidence from different historical sources to build up a picture of past events	
<b>12</b>	I can choose relevant materials to present a picture of an aspect of life in the past	
<b>13</b>	I can ask and answer a variety of historical questions to further develop my understanding of life in the past	



**Year 5  
History TAF**

**Chronological Understanding**

<b>1</b>	I can use relevant terms, specific dates, and period labels to sequence different periods within a chronological framework	
<b>2</b>	I can make comparisons between different times in history	
<b>3</b>	I can use appropriate terms to match dates to people and events in different historical periods	

**Knowledge and understanding of events, people, and changes in the past**

<b>4</b>	I can describe characteristic features of past periods and societies	
<b>5</b>	I can identify differences within and across studies of life of different people in different periods in history	
<b>6</b>	I can describe some of the main events and key people during different historical periods relating to local, national and international history	
<b>7</b>	I understand the historical concept of continuity and change	
<b>8</b>	I can examine causes and results of great events and the impact of these on people	
<b>9</b>	I can compare an aspect of life in a historical period with the same aspect in another period	

**Historical interpretation and Enquiry**

<b>10</b>	I can compare accounts of events from different historical sources	
<b>11</b>	I can use evidence from different sources to build up a picture of life in different historical periods	
<b>12</b>	I have begun to select and organise information from different historical sources to carry out an historical enquiry given to me	
<b>13</b>	I am beginning to understand that evidence needs to be used rigorously to make historical claims	

**Year 6**

**Chronological Understanding**

<b>1</b>	I can confidently identify where key events, people and periods from history fit within a chronological framework from ancient civilizations to the present day	
<b>2</b>	I can use relevant dates and terms to give the chronology within key period in history I have studied	

**Knowledge and understanding of events, people, and changes in the past**

<b>3</b>	I can describe the beliefs, behaviours, and characteristics of people in the past, recognising that not everyone shares the same views and feelings	
<b>4</b>	I can use evidence to support and illustrate past events in terms of cause and effect	
<b>5</b>	I can use primary and secondary sources to find and present key dates, characteristic and events within different historical periods relating to local, national and international history	
<b>6</b>	I can gather evidence from several sources to find out about aspects of life from the past	
<b>7</b>	I understand the historical concept of continuity and change; cause and consequence and similarity and difference and use them to make connections and make contrasts	
<b>8</b>	I can identify and explain some of the main changes that occurred within and across different periods of history	
<b>9</b>	I can explain connections, contrasts and trends over time when thinking about local, national and international history	
<b>10</b>	I am beginning to analyse how and why different periods in history studied are diverse, how they change and how they continue to be the same	

**Historical interpretation and Enquiry**

<b>11</b>	I have begun to use information as evidence to test hypotheses when trying to find the answers to historical questions	
<b>12</b>	I can describe different ways in which the past can be interpreted	
<b>13</b>	I can show how features of the past have been retold and interpreted in different ways	
<b>14</b>	I am beginning to judge which sources of evidence are reliable and pick which sources will be most useful for tasks.	