History tracking for 2019-20 Year group- Year 6 in 20\_\_\_\_\_\_ to 20\_\_\_\_\_\_

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|  | Year 1 | Year 2 | Vocab | Year 3 | Year 4 | Year 5 |  |
| Chronological  knowledge and understanding | Have an awareness of the past.  Use around half of the common words and phrases related to the passing of time.  Put people and events in order of chronology.  Identify how life was different from now in the period they are studying in history. | Have an awareness of the past.  Use a growing number of the common words and phrases related to the passing of time.  Know where the people and events they study fit within a chronological framework.  Identify similarities and difference between ways of life in different periods | Long ago, long before, more recently, 3 days early, sometime sooner, not long after, around the time, soon after, long before, ancient history recent history, current life, history from centuries past, at the same times as, two weeks after, centuries before, long after, modern history, events which happened last week, things that may happen in the future, decades, centuries, weeks minutes, ancient civilisations | Continue to develop chronologically secure knowledge of history- be able to place events on a time line.  Write simple accounts of the period studied using appropriate vocabulary learned in KS1.  Notice and summarise what is the same and different between the time period studied and now. | Continue to develop chronologically secure knowledge of history- be able to place events on a time line and note reasons why things happened in the order they did.  Write accounts of the period studied using appropriate vocabulary learned previously. These should be increasingly longer and contain more precise historical vocabulary.  Notice and summarise what is the same and different both in the time period studied and between then and now. | Continue to develop chronologically secure knowledge of history- be able to place events on a time line but also note events in history which came before and after this giving reasons why this would be.  Establish clear narratives within the period studied.  For something specific, note the changes that happened over the time period studied and the changes between then and now which are significant to these changes | Continue to develop chronologically secure knowledge of history.  Establish clear narratives within and across periods studied.  Note connections, contrasts and trends over time. |
| Historical terms | Use a growing vocabulary of every day historical terms (gathered and displayed throughout their topic) | Use a wide vocabulary of every day historical terms (gathered and displayed throughout their topic) | Develop the appropriate use of historical terms- keep a glossary from their reading. | Develop the appropriate use of historical terms- keep a glossary from their reading. | Develop the appropriate use of historical terms- use a glossary in their history books and become specific- what is the difference between a space shuttle and a rocket? | Develop the appropriate use of historical terms- use a glossary in their history books and build a greater and more specific vocabulary. |
| Historical terms – using evidence/ communicating ideas  Continuation of…  Historical terms – using evidence/ communicating ideas | They answer questions and begin to ask some of their own.  They should understand some of the ways in which we find out about the past and follow representions of this.  Choose and use parts of stories and other sources to show that they know and understand key features of events  **Continuity and change:** Identify similarities and differences between ways of life at different times.  **Cause and consequence:** Recognise why people did things, why events happened and what happened as a result.  **Similarity/difference:** Make simple observations about different types of people, events, beliefs in society. | They should ask and answer questions.  They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Choose and use parts of stories and other sources to show that they know and understand key features of events and show understanding of concepts.  **Continuity and change:** Identify similarities and differences between ways of life at different times  **Cause and consequence:** Recognise why people did things, why events happened and what happened as a result.  **Similarity/difference:** Make simple observations about different types of people, events, beliefs in society.  They should represent these through writing and other ways | Regularly address historically valid questions.  Understand how knowledge of the past is constructed from a range of sources- be able to list several of these.  Construct informed responses by selecting and organising relevant historical information:  **Continuity and change:** Say how the differences between people in the past might have affected them.  **Cause and consequence: Give a reason and a result for a historical event.**  **Similarity/difference:** Be able to describe one difference in social, cultural or religious and ethnic diversity which links to the learning in the period they are studying.  **Significance:** Identify historically significant people and events in situations. | Regularly address increasingly high order historically valid questions.  Understand how knowledge of the past is constructed from a range of sources- be able to list these and say how reliable one of them might be.  Construct informed responses by selecting and organising relevant historical information.  **Continuity and Change:** Describe historical events, situations and changes making links between then and now.  **Cause and consequence:** Identify and give a reason for and result of historical events, situations and changes.  **Similarity and difference:** Describe a social, cultural, religious or ethnic diversity in Britain or the wider world and say the impact it might have.  **Significance:** Identify historically significant people and events in situations and say what impact they may have had. | Regularly address and sometimes devise historically valid questions.  Understand how knowledge of the past is constructed from a range of sources- be able to list these and compare how reliable two of them might be.  Construct informed responses by selecting and organising relevant historical information.  **Continuity and Change:** Describe/ make links between main events, situations and changes within and across different periods/societies- 2 of these.  **Cause and consequence:** Identify and give a reason for and results of historical events, situations and changes  **Similarity and difference:** Describe an element of social, cultural, religious and ethnic diversity in Britain and the wider world.  **Significance:** Identify historically significant people and events in situations and give more than one impact they have had. | Regularly address and devise historically valid questions.  Understand how knowledge of the past is constructed from a range of sources- be able to compare and contrast how accurate a picture the range of sources might give.  Construct informed responses by selecting and organising relevant historical information.  **Continuity and change:** Describe/ make links between main events, situations and changes within and across different periods/ societies- 3 of these.  **Cause and consequence:**  Identify and give reasons for and results of historical events, situations and changes.  **Similarity and difference:**  Describe a number of elements of social, cultural, religious and ethnic diversity in Britain and the wider world.  **Significance:** Identify historically significant people and events in situations and the impact they have had. Are there people who would disagree with you about this? |
| Interpretation of history | Have experience of different ways in which the past is represented | Identify different ways in which the past is represented | Understand the different versions of the past may exist, giving a reason for this. | Understand that different versions of the past may exist giving more than one reason for this. | Understand that different versions of the past may exist giving more than one reason for this. | Understand that different Discern how and why contrasting arguments and interpretation of the past have been constructed. |
| Greater Depth expectations | Children can speak about the elements of the history curriculum and can apply their knowledge remembering and showing understanding of what they have learned by applying knowledge.  They begin to explore the use of philosophy. | Children can speak about , write and represent the elements of the history curriculum and can apply their knowledge remembering and showing understanding of what they have learned by applying knowledge and creating  They continue to progress in their use of philosophy. | Children can not only speak and write about the elements of the history curriculum, they also apply their knowledge remembering, understanding and also applying, analysing, evaluating and creating from the information they have learned (Bloom’s Taxonomy)  They apply skills used in philosophy | Increasingly more demanding application of Bloom’s and more detailed application of philosophy. | Increasingly more demanding application of Bloom’s and more detailed application of philosophy. | Increasingly more demanding application of Bloom’s and more detailed application of philosophy. |

Names of children working at different attainments:

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| Foundation | Working towards | Expected | Greater depth |
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Notes on children:

In Early Years Owlets Class History is covered through the Understanding of the World: People and Communities Strand- NB Children develop at their own rates and in their own way. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as check lists. The age/stage bands overlap because these are nit fixed boundaries but suggest a typical range of development. Evidence of coverage and children’s progress is through teacher knowledge and discussions from observing the children and taking photographs, which can be record in the children learning Journey using the computer program ‘2simple’

22-36 Share photographs of children’s family and friends and pets – has a sense of immediate family and relations

30-50 Show interest in the lives of people who are familiar to them. .Begin to recognise special times and events- personal history

40-60+ **ELG in Bold**

Enjoys joining in routines and customs

**Talk about past and current events in their own lives show respect and empathy for similarities and differences**

Exceeding- Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things.