

Year 3	Below	Just below	Inline
HISTORICAL KNOWLEDGE			
Sequencing the past	<ul style="list-style-type: none"> Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy. Pupils know what a timeline is and can draw one. Pupils can use time adverbs with confidence to indicate periods of time e.g. a long time ago, now, then, when, before, in the past 	<ul style="list-style-type: none"> Pupils can draw timelines and sequence a number of objects or events related to particular themes, events, periods, societies and people. Pupils can use a range of adverbs to indicate periods of time. 	<ul style="list-style-type: none"> Pupils can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms. Pupils can use an increasing range of time adverbs to indicate periods of time accurately.
Constructing the past	<ul style="list-style-type: none"> Pupils can identify and are beginning to describe some relevant features of particular historical themes, events and people from history. 	<ul style="list-style-type: none"> Pupils can briefly describe features of themes, events and people from family, local, national and global history. 	<ul style="list-style-type: none"> Pupils can identify details from several themes, societies, events and significant people covered in local, national and global history. E.g. Identify some of the achievements made by the Ancient Egyptians.
HISTORY CONCEPTS			
Change and development	<ul style="list-style-type: none"> Pupils can identify more independently a range of similarities, differences and changes within a time period. 	<ul style="list-style-type: none"> Pupils can identify a range of similarities, differences and changes within a specific time period. 	<ul style="list-style-type: none"> Pupils can describe some similarities, differences and changes occurring within LKS2 topics.
Cause and effect	<ul style="list-style-type: none"> Pupils are beginning to identify more than one relevant causes and effects for some of the main events covered. 	<ul style="list-style-type: none"> Pupils can identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes, motives and effects of the Gunpowder Plot. 	<ul style="list-style-type: none"> Pupils can describe some relevant causes for, an effects on, some of the key events and developments covered. E.g. Describe some reasons why conditions for children changed over time.
Significance and interpretations	<ul style="list-style-type: none"> Pupils can more confidently identify a range of significant aspects of a theme, society, period or person. 	<ul style="list-style-type: none"> Pupils can identify a range of significant aspects of a theme, society, period or person and offer some comments about why they have chosen those aspects. E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer. 	<ul style="list-style-type: none"> Pupils can select what is most significant in a historical account. E.g. Describe in some detail some of the most significant features of Roman Britain. Pupils can provide a reason why two accounts of the same event might differ. E.g. Recognise and provide a reason why different people might have different views about Romans.
HISTORICAL ENQUIRY			
Questioning, planning and carrying out a historical enquiry	<ul style="list-style-type: none"> Pupils can plan questions and produce answers with increasing confidence using historical terms. E.g. Plan and find information needed to write about which explorer was most successful. 	<ul style="list-style-type: none"> Pupils can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful. 	<ul style="list-style-type: none"> Pupils can ask valid questions for enquiries and answer using a number of sources. E.g. Produce a plan for investigating a local Victorian and use a few different sources to produce a biography.
Using sources as evidence	<ul style="list-style-type: none"> Pupils can extract information from more than two different sources to answer specific questions. 	<ul style="list-style-type: none"> Pupils can select information independently from several different types of source including written, visual and oral sources and artefacts to answer specific historical questions. 	<ul style="list-style-type: none"> Pupils can understand how sources can be used to answer a range of historical questions. E.g. Describe how particular sources help provide evidence about different periods of childhood.

Year 3	Greater depth
HISTORICAL KNOWLEDGE	
Sequencing the past	<ul style="list-style-type: none"> Pupils can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. <i>E.g. Sequence many of the main features of the Bronze and Iron Ages.</i>
Constructing the past	<ul style="list-style-type: none"> Pupils can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. <i>E.g. Recall a number of details about the Ancient Egyptians and their achievements.</i>
HISTORY CONCEPTS	
Change and development	<ul style="list-style-type: none"> Pupils can make valid statements about the main similarities, differences and changes occurring within topics. <i>E.g. Categorise changes into the different periods of the Stone Age.</i>
Cause and effect	<ul style="list-style-type: none"> Pupils can comment on the importance of causes and effects for some of the key events and developments within topics. <i>E.g. Explain why some reasons were important in changing the nature of childhood during different historical periods.</i>
Significance and interpretations	<ul style="list-style-type: none"> Pupils can explain why some aspects of historical accounts, themes or periods are significant. <i>E.g. Explain why Roman achievements were significant.</i> Pupils can comment on a range of possible reasons for differences in a number of accounts. <i>E.g. Explain how and why there were different viewpoints about Boudicca.</i>
HISTORICAL ENQUIRY	
Questioning, planning and carrying out a historical enquiry	<ul style="list-style-type: none"> Pupils can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. <i>E.g. Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources.</i>
Using sources as evidence	<ul style="list-style-type: none"> Pupils can recognise possible uses of a range of sources for answering historical enquiries. <i>E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods.</i>