

Year 4	Below	Just below	Inline
HISTORICAL KNOWLEDGE			
Sequencing 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. 	<ul style="list-style-type: none"> Pupils can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 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 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. <i>E.g. Identify some of the achievements made by the Ancient Egyptians.</i> 	<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> Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
HISTORY CONCEPTS			
Change and development	<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. 	<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 identify a few relevant causes and effects for some of the main events covered. <i>E.g. Identify several causes, motives and effects of the Gunpowder Plot.</i> 	<ul style="list-style-type: none"> Pupils can describe some relevant causes for, an effects on, some of the key events and developments covered. <i>E.g. Describe some reasons why conditions for children changed over time.</i> 	<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 identify a range of significant aspects of a theme, society, period or person and offer some comments about why they have chosen those aspects. <i>E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.</i> 	<ul style="list-style-type: none"> Pupils can select what is most significant in a historical account. <i>E.g. Describe in some detail some of the most significant features of Roman Britain.</i> Pupils can provide a reason why two accounts of the same event might differ. <i>E.g. Recognise and provide a reason why different people might have different views about Romans.</i> 	<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 plan questions and produce answers to a few historical enquiries using historical terminology. <i>E.g. Plan and find information needed to write a paragraph about which explorer was most successful.</i> 	<ul style="list-style-type: none"> Pupils can ask valid questions for enquiries and answer using a number of sources. <i>E.g. Produce a plan for investigating a local Victorian and use a few different sources to produce a biography.</i> 	<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>

Year 4	Greater depth
HISTORICAL KNOWLEDGE	
Using sources as evidence Sequencing the past	<ul style="list-style-type: none"> Pupils can sequence accurately the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms. <i>E.g. Sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages.</i>
Constructing the past	<ul style="list-style-type: none"> Pupils can describe the main context of particular themes, societies, people and events including some explanation. <i>E.g. Identify and describe a range of people, events and developments throughout the Ancient Egyptian period.</i>
HISTORY CONCEPTS	
Change and development	<ul style="list-style-type: none"> Pupils can explain why certain changes and developments were of particular significance within topics and across time periods. <i>E.g. Explain why some changes within the Stone Age were of particular importance.</i>
Cause and effect	<ul style="list-style-type: none"> Pupils can explain with confidence the significance of particular causes and effects for many of the key events and developments. <i>E.g. Explain and justify their decisions about the priority of different causes and effects affecting childhood over time.</i>
Significance and interpretations	<ul style="list-style-type: none"> Pupils can explain independently why a historical topic, event or person was distinctive or significant. <i>E.g. Explain what made the Roman period distinctive.</i> Pupils can explain historical situations, events, developments and individuals from more than one viewpoint. <i>E.g. Explain how and why different people might have interpreted the benefits of Roman rule in Britain.</i>
HISTORICAL ENQUIRY	
Questioning, planning and carrying out a historical enquiry	<ul style="list-style-type: none"> Pupils can devise independently significant historical enquiries to produce substantiated and focused responses. <i>E.g. Plan for and debate why a particular local Victorian deserves a statue by presenting a case based on a range of evidence from a range of sources.</i>
Using sources as evidence	<ul style="list-style-type: none"> Pupils can comment on the usefulness and reliability of a range of sources for particular enquiries. <i>E.g. Show some discrimination in using a range of sources in explaining features of children's lives in different periods.</i>