

“As unique individuals, we do our best at work and play for the love of God and others.”



Sticky Knowledge: History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Constructing the past	Can recall some of the key events within the history of flight or the development of railways.	Retell the story of events associated with the Great Fire of London.	Can identify 3 of the main achievements of the people in the Stone Age.	Can identify 3 of the main achievements of The Vikings and give detailed reasons for their selections.	Can make some reference to and identify links with other societies, e.g. between the Tudors and Victorians	Can use knowledge gained to give an overview of the main features of the Maya Civilisation
Chronology	Can depict on a timeline the sequence of a few objects or images e.g. events related to family life in the past in correct order.	Sequence an annotated timeline independently of seaside holidays in the past	Can group a range of images related to the Bronze Age and Iron Age into correct time periods.	Can accurately construct a time line of Anglo Saxon Britain and link with a time line of the Bronze and Iron Age.	Will sequence with increasing accuracy many of the events within and across topics.	Can sequence many of the significant events within and across the UKS2 topics covered using appropriate dates.
Sources	Can extract some information from more than one type of source to find out about the past, e.g. their grandparent's childhood.	Can select key information from different types of sources.	Can understand how sources can be used to answer a range of questions.	Can use a range of sources to compile a detailed description of what Victorian life in Britain looked like.	Demonstrate that some sources can be more useful than others.	Can comment on the value of a range of different types of sources for enquiries.
Cause and effect	Can identify at least one relevant cause for, and effect of, events covered, e.g. of the development of flight or of the railways.	Can identify some causes and effects of the Gunpowder Plot	Can identify the reasons why change took place in the Neolithic period.	Can understand that the settlement of Vikings result in both positive and negative effects.	Can place the causes and effects of an event in order of significance and say why.	Can give a comprehensive list of how the World Wars had an impact on their locality.
Change and Development	Can identify independently a range of similarities,	Can describe similarities and change between	Can describe a range of the key changes between	Can identify links between the changes	Can independently and confidently provide a list of the	Can compare similarities, differences and

	differences and changes between early and modern trains or aeroplanes.	holidays in the past and today	the Palaeolithic, Mesolithic and Neolithic period.	in the Anglo Saxon period.	changes within the period studied.	changes with and across topics.
Significance and interpretation	Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery.	Can give valid reasons why a local hero is important	Can give a valid reason why they think a key event in developments made by the Romans is significant.	Can understand that some events will have long or short term significance.	Can confidently select what is most important in an historical account.	Can describe and critically evaluate the significance of various achievements of the Greeks.