





# Working as a Historian



Name of Historian:	<b>Working as a Year 1 Historian</b>	Teacher:
--------------------	--------------------------------------	----------

	Autumn 1960s The first man on the moon	Spring 1900-1940 WW1 or WW2	Summer 1880-1900 The Victorians
<b>Chronology</b> Understands and uses common words related to the passing of time and uses simple timelines to sequence			
<b>Interpretation</b> Gives a simple reason why we might have more than one version of an event			
<b>Characteristic Features</b> Can spot significant differences between 'then and now' and can confidently identify old and new			
<b>Cause and Consequence</b> Can give a simple reason why a real person acted as they did in a historical situation and can give simple consequences of somebody's actions,			
<b>Historical enquiry</b> Begins to use sources to identify some details and answer simple question.			
<b>Representation</b> Can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions			
<b>Organisation and communication.</b> Can write simple sentences describing an event. Can orally retell the main episodes of famous past events using subject related vocabulary			


Name of Historian:	<b>Working as a Year 2 Historian</b>	Teacher:
--------------------	--------------------------------------	----------

	Autumn 1960s The first man on the moon	Spring 1900-1940 WW1 or WW2	Summer 1880-1900 The Victorians
<b>Chronology</b> Can place historical figures, events and artefacts in order on a given time line, using dates where appropriate			
<b>Interpretation</b> Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis			
<b>Characteristic Features</b> Can offer reasons why simple changes occur, Can also see that not everyone in the past had the same experience			
<b>Cause and Consequence</b> Can give clear explanation of an important event, offering two or three reasons why an event took place,			
<b>Historical enquiry</b> – Can ask and answer questions such as What was it like for a...? What happened? How long ago?			
<b>Representation</b> - Can Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea. Understands that it is not always possible to know for sure what happened, people have to use their imagination to reconstruct some events e.g. the sinking of the Titanic			
<b>Organisation and communication</b> Can write simple sentences containing period-specific detail about a day 100 years ago.			


Name of Historian:	<b>Working as a Year 3 Historian</b>	Teacher:
--------------------	--------------------------------------	----------

	Autumn The Industrial revolution (1700- 1800)	Spring Explorers through the ages 1700 -	Summer The Vikings (793-1066 AD)
<b>Chronology</b> Can confidently spot major anachronisms from most periods studied when compared with today; Can sequence events in simple narrative and use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while.			
<b>Interpretation</b> Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.			
<b>Characteristic Features</b> Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, They understand the main differences between today and the period being studied and of the ideas associated with that society.			
<b>Cause and Consequence</b> Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade; Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people.			
<b>Historical enquiry</b> Children extract simple information from text/pictures/objects showing basic comprehension and make simple deductions about what text means based on what is included. They start combining information from more than one source e.g. book, compared with video, oral evidence.			
<b>Representation</b> Can identify differences between versions of the same event e.g. the video gives a different view to what we have just read. Can give a simple reason why we might have more than one version: e.g. No-one there recording the event; gaps in the evidence are so large they have to be filled by imaginative reconstruction.			
<b>Organisation and communication</b> Children can show understanding through oral answers and simple recording devices such as speech bubbles, annotations; Answers contain some simple period-specific references; They write in simple and accurate, sequenced, sentences when narrating what happened in the past;. Can write in explanatory mode, rather than descriptive.			

Name of Historian:	Working as a Year 4 Historian	Teacher:
--------------------	-------------------------------	----------

	Autumn 1700- 1800 The Industrial Revolution	Spring Explorers Through the ages	Summer The Vikings (793-1066 AD)
<b>Chronology</b> Can talk about three periods of time e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s; Can talk about the past in terms of periods e.g. Tudors; Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings;			
<b>Interpretation</b> Can grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery			
<b>Characteristic Features</b> Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Tudor times and do not describe Tudor home life as if it was the same for everyone. They know that there are different levels in society.			
<b>Cause and Consequence</b> Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action. Sees Break with Rome as more than simply Henry wanting to re-marry; Moving from two causes to realising that you need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause;			
<b>Historical enquiry</b> Begins cross-referencing information to see if other sources agree, rather than taking everything on face value. Can see that some sources are more useful than others and can explain why and can think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders			
<b>Representation</b> Can realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mary Rose. Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis			
<b>Organisation and communication</b> Begins to sustain an answer, providing some supporting evidence. Their ideas are beginning to have some shape, though not yet structured in paragraphs. Can use appropriate ways of communicating their understanding			

Name of Historian:	Working as a Year 5 Historian	Teacher:
--------------------	-------------------------------	----------

	Autumn Ancient Greek astronomy	Spring Arabian Nights	Summer Iron age to Stone-age
<b>Chronology</b> Realises that Ancient means thousands of years ago. Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt; Uses more sophisticated time markers within, as well as between periods. Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted.			
<b>Interpretation</b> Can grasp that interpretations might differ depending on the aspect that people are looking at.			
<b>Characteristic Features</b> Can make links between different features of a society to make sense of the world lived in by people in the past. Can explain beliefs and attitudes in terms of why people might have had those ideas. Can understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta.			
<b>Cause and Consequence</b> Realises that events usually happen for a combination of reasons. Begins to genuinely explain rather than list. Explains an event using simple form of classification e.g. to do with money or religion. Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;			
<b>Historical enquiry</b> Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ... e.g. This portrait of Elizabeth makes her seem far younger than she would have looked age 67. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?			
<b>Representation</b> Can understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders too.			
<b>Organisation and communication</b> Their answers are structured and provide supporting evidence for statements made. They are able to see two sides of a question and can offer arguments on both sides;			

Name of Historian:

Working as a Year 6 Historian

Teacher:



	Autumn Ancient Greeks	Spring Arabian Nights	Summer Iron age to Stone-age
<b>Chronology</b> Can use dates and specific terms confidently to establish period detail. Can successfully match simple iconic images to each of the periods studied; Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.			
<b>Interpretation</b> Can grasp that interpretations might differ depending on the aspect that people are looking at			
<b>Characteristic Features</b> They are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalisation saying instead, it all depends on who you were, what position you had in society.			
<b>Cause and Consequence</b> They see causes might be connected in some way; one cause might be linked to another making the event much more likely to happen; They explain an event with reference to abstract ideas such as long and short-term or events building up; Begins to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think; By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way			
<b>Historical enquiry</b> They offer substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?			
<b>Representation</b> They understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events. They grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialisation and empire, and more negative if looking at child labour or slavery			
<b>Organisation and communication</b> Their answers are relevant to the question set; with use of period specific detail to make the work more convincing and authentic; Refers to dates and to see importance of lengths of time e.g. when describing causes; They are able to make subtle distinctions within a period being studied, and realizes danger of overgeneralising; Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may,, some people think.			

