

## Key Learning in History: Years 3 and 4

Chronology	Events, People and Changes	Communication
<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>).</li> <li>Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> </ul>	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> <li>Understanding <i>some</i> of the ways in which people's lives have shaped this nation.</li> <li>Describing how Britain has influenced and been influenced by the wider world.</li> <li>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology.</li> <li>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> </ul>
Enquiry, Interpretation and Using Sources		
<ul style="list-style-type: none"> <li>Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> <li>Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>).</li> <li>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</li> </ul>	