



| History end of year expectations – Year 4 All, Most and Some |  |
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| <b>A – Chronological Awareness</b>                           | <p>A1 I can describe and compare different periods from the past making links to periods studied in previous years.</p> <p><b>ALL: I can describe and compare different periods from the past.</b><br/><b>SOME: I can describe and compare different periods from the past, noting possible reasons for similarities and differences.</b></p> <p>A2 ALL: I am aware of how people's lives have shaped this nation.</p> <p>A3 I can describe the main changes in a period of history e.g. Anglo-Saxons, changes in communication.</p> <p><b>ALL: I can describe the main changes in a period of history.</b><br/><b>MOST: I can give describe the main changes in a period of history, giving some of the causes.</b><br/><b>SOME: I can begin to use evidence to explain why changes happened.</b></p>         |
| <b>B – Knowledge and Understanding</b>                       | <p>B1 ALL: I can make connections between local, regional, national and international history e.g. Native Americans, Anglo-Saxons.</p> <p>B2 I can explain some of the main events and give reasons for, and results of, the changes e.g. first antiseptic being used by Joseph Lister.</p> <p><b>ALL: I can give some of the main events that led to changes in history.</b><br/><b>MOST: I can explain some of the main events and give reasons for, and results of, the changes.</b><br/><b>SOME: I can make my own connections between causes of and results of change.</b></p>  |
| <b>C – Organise, Evaluate and Communication Information</b>  | <p>C1 I can understand that aspects of the past have been represented and interpreted in different ways.</p> <p><b>ALL: I am aware that there are many different sources of information about the same event or period of history.</b><br/><b>MOST: I can understand that aspects of the past have been represented and interpreted in different ways.</b><br/><b>SOME: I can make judgments about the reliability of various sources of information.</b></p> <p>C2 ALL: I can communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay and using ICT. e.g. Anglo-Saxon weapons 'online museum', handling artefacts, descriptive writing of being an Anglo-Saxon warrior.</p> <p><b>SOME: I can choose the best way to communicate ideas.</b></p> |
| <b>D- Historical Understanding</b>                           | <p>D1 I can understand more complex, abstract concepts.</p> <p><b>ALL: I understand some abstract historical terms.</b><br/><b>MOST: I can understand a range of abstract historical terms.</b><br/><b>SOME: I can use a range of abstract historical terms appropriately.</b></p>   |
| <b>E – Historical Enquiry</b>                                | <p>E1 I can think of a variety of questions about a topic and choose the most relevant sources/ artefacts to create a picture of the past e.g. about the sinking of the Titanic.</p> <p><b>ALL: I can ask increasingly valid questions about the past from a range of sources and artefacts.</b><br/><b>MOST: I can ask questions about sources and artefacts to create a picture about the past.</b><br/><b>SOME: I can ask valid questions and choose the most relevant sources to form answers about the past.</b></p>  |