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| Typically Rec, Y1 & Y2 | | | Typically Y3 & Y4 | | Typically Y5 & Y6 | |
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The RAINBOW Continuum: History: Children can …

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | OBSERVATION AND CONCLUSION |  | ENQUIRY, PREDICTION, TESTING |  | DATA COLLECTION |  | RECORDING |  |
|  | Listen to stories from the past | YR | Understand that a story is not about now | YR | Talk about “when I was a baby” | YR | Listen to stories from the past | YR |
|  | Identify old and new from pictures Use stories as sources for answering questions about the past  Observe and handle artefacts, and use this to ask and answer questions | Y2  Y2  Y2 | Develop a simple awareness of the past  Tell stories from the past  Recognise a past and a present in their own and other people’s lives  Identify some things from their own past  Identify some differences between past and present  Know some of the main events and people studied in a topic  Show some understanding of aspects of the past beyond living memory | Y2  Y2  Y2  Y2  Y2  Y2  Y2 | Use simple words and phrases to describe the past -  after, before, between  Understand about time passing through birthdays  Arrange objects in order of their age  Begin to use very simple time lines to order some recent events  Understand BC and AD | Y2  Y2  Y2  Y2  Y2 | Identify old and new from pictures Use stories as sources for answering questions about the past  Observe and handle artefacts, and use this to ask and answer questions | Y2  Y2  Y2 |
|  | Identify old and new from artefacts  Use pictures and artefacts for answering questions about the past  Use a range of simple sources to devise historical questions  Summarise their learning into short sentences  Ask questions about what they have heard or  seen | Y2  Y2  Y2  Y2  Y2 | Retell stories they have heard about the past  Pick out the main elements of stories they have heard about the past  Discuss what they have enjoyed most about stories from the past  Explain what they think is important about the past and explain reasons why  Identify any important changes which happened at the time being studied | Y2  Y2  Y2  Y2  Y2 | Use more complex phrases to describe time – a long time ago, centuries ago...  Sort recent historical studies into a broad time order  Recognise some reasons for differences between the time being studied and now | Y2  Y2  Y2 | Identify old and new from artefacts  Use pictures and artefacts for answering questions about the past  Use a range of simple sources to devise historical questions  Summarise their learning into short sentences  Ask questions about what they have heard or  seen | Y2  Y2  Y2  Y2  Y2 |
|  | Use more complex sources of primary and secondary information  Use the internet for research  Choose and discriminate between a range of information, and use this to ask questions  Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict  Use a simple database to organise information Interpret the past through role play – e.g. hot seating | Y3  Y3 | Guess what objects from the past were used for, using evidence to support answers  Understand that some events of the past affect people’s lives today  Summarise the main events from a period in history, using their characteristics  Give reasons for main events and changes  Begin to understand why some people acted as they did and give reasons | Y3 | Sort events or objects into groups  Use dates and terms accurately, using key dates when describing events  Use some dates on a time line  Understand the concept of decades and centuries and use this to divide the past into periods of time  Use a timeline with dates, including both BC and AD  Use evidence to describe changes within a time period | Y3    Y3    Y3  Y3 | Use more complex sources of primary and secondary information  Use the internet for research  Choose and discriminate between a range of information, and use this to ask questions  Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict  Use a simple database to organise information Interpret the past through role play – e.g. hot seating | Y3  Y3 |
|  | Use a range of documents and printed sources  Distinguish between reliable and unreliable sources  Identify the most useful sources for a particular task  Use graphs and charts to confirm information from different sources  Give reasons for change through analysing evidence  Support own point of view using evidence Understand that some evidence is limited | Y4    Y4    Y4 | Understand differences in social, religious, political and cultural history  Understand links between history and geography  Know some similarities and differences within a period of time-  e.g. the lives of rich and poor  Describe how some things from the past affect life today  Understand the relationship between beliefs and action in historical change | Y4  Y4    Y4  Y4 | Use a full range of dates and historical terms  Use a time line to place events, periods and cultural movements  Show changes on a time line  Describe and make links between events and changes | Y4  Y4  Y4 | Use a range of documents and printed sources  Distinguish between reliable and unreliable sources  Identify the most useful sources for a particular task  Use graphs and charts to confirm information from different sources  Give reasons for change through analysing evidence  Support own point of view using evidence Understand that some evidence is limited | Y4    Y4    Y4 |
|  | Rank sources of information in order  Identify differences between different versions of the past  Give a balanced view of interpretations of the past, using different points of view  Make conclusions with evidence as to the most likely version of events | Y5  Y5  Y5  Y5 | Organise a series of relevant historical information, and check this for accuracy  Describe the main changes in a period of history, from several perceptions – e.g. political, cultural  Explain their own point of view, justifying this with a broad range of evidence  Adapt their  ideas and viewpoints as new information arises | Y5  Y5    Y5  Y5 | Identify changes across periods of time, using chronological links  Begin to identify causal factors in change | Y5  Y5 | Rank sources of information in order  Identify differences between different versions of the past  Give a balanced view of interpretations of the past, using different points of view  Make conclusions with evidence as to the most likely version of events | Y5  Y5  Y5  Y5 |
|  | Devise historically valid questions about change, cause, similarity and difference  Interpret the past using a range of concepts and ideas  Understand the role of opinion and propaganda | Y6  Y6  Y6 | Begin to understand significance  Understand and use the concept of legacy, including Royal families and dynasties Speculate and hypothesise about the past, formulating their own theories about reasons for change | Y6  Y6 | Note connections, contrasts and trends over time  Speculate how present events and actions might be seen and judged in the future Speculate – what if? What if England lost the war … what if Jane Seymour had not died …. | Y6  Y6  Y6 | Devise historically valid questions about change, cause, similarity and difference  Interpret the past using a range of concepts and ideas  Understand the role of opinion and propaganda | Y6  Y6  Y6 |