


		Y1/Y2 HISTORY Objectives					
							
		Kings and Queens	Nurturing Nurses	Toys	Gunpowder Plot	Bea tri x Pot ter	Great Fire of London
Historical Interpretations	start to compare two versions of a past event;				✓		✓
	observe and use pictures, photographs and artefacts to find out about the past;	✓	✓	✓	✓	✓	✓
	start to use stories or accounts to distinguish between fact and fiction;	✓	✓		✓	✓	✓
	explain that there are different types of evidence and sources that can be used to help represent the past.	✓		✓	✓	✓	✓
Historical Investigations	observe or handle evidence to ask simple questions about the past;	✓	✓	✓	✓	✓	✓
	observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;	✓	✓	✓	✓	✓	✓
	choose and select evidence and say how it can be used to find out about the past.	✓	✓	✓	✓	✓	✓
Chronological Understanding	sequence artefacts and events that are close together in time;			✓		✓	✓
	order dates from earliest to latest on simple timelines;	✓	✓	✓	✓	✓	✓
	sequence pictures from different periods;	✓	✓	✓	✓		✓
	describe memories and changes that have happened in their own lives;	✓	✓	✓			
	use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	✓	✓	✓	✓	✓	✓
	recognise some similarities and differences between the past and the present;	✓	✓	✓	✓	✓	✓
Knowledge and Understanding of Events, People and	identify similarities and differences between ways of life in different periods;	✓	✓	✓	✓	✓	✓
	know and recount episodes from stories and significant events in history;	✓			✓	✓	✓

	understand that there are reasons why people in the past acted as they did;	✓	✓	✓	✓	✓	✓
	describe significant individuals from the past.	✓	✓	✓	✓	✓	✓
Presenting, Organising and Communicating	show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;	✓			✓		✓
	talk, write and draw about things from the past;	✓	✓	✓	✓	✓	✓
	use historical vocabulary to retell simple stories about the past;	✓	✓	✓	✓	✓	✓
	use drama/role play to communicate their knowledge about the past.	✓	✓		✓	✓	✓

Y3/Y4 HISTORY Objectives							
		Crime and Punishment	Anglo Saxons & Scots	Ancient Egypt	Ri ot ous Ro ya lit y	Romans	World War 2
Historical Interpretations	look at more than two versions of the same event or story in history and identify differences;	✓	✓	✓		✓	✓
	investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	✓	✓	✓		✓	✓
Historical Investigations	use a range of sources to find out about the past;	✓	✓	✓	✓	✓	✓
	construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;	✓	✓	✓	✓	✓	✓
	gather more detail from sources such as maps to build up a clearer picture of the past;	✓	✓	✓		✓	✓
	regularly address and sometimes devise own questions to find answers about the past;	✓	✓	✓	✓	✓	✓
	begin to undertake their own research.		✓	✓	✓	✓	✓
Chronological Understanding	sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;	✓	✓	✓	✓	✓	✓
	understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	✓	✓	✓	✓	✓	✓
Knowledge and Understanding of Events, People and Changes in the Past	note key changes over a period of time and be able to give reasons for those changes;	✓	✓	✓	✓	✓	✓
	find out about the everyday lives of people in time studied compared with our life today;	✓	✓	✓	✓	✓	✓
	explain how people and events in the past have influenced life today;	✓	✓	✓	✓	✓	✓
	identify key features, aspects and events of the time studied;	✓	✓	✓	✓	✓	✓
	describe connections and contrasts between aspects of history, people, events and artefacts studied.	✓	✓	✓	✓	✓	✓

Presenting, Organising and Communicating	use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;	✓	✓	✓	✓	✓	✓
	present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;	✓	✓	✓	✓	✓	✓
	start to present ideas based on their own research about a studied period.		✓	✓	✓	✓	✓



Y5/Y6 HISTORY Objectives



		Ancient Greece	Vikings & Anglo-Saxons	Carlisle Castle	Stone Age to Iron Age	Leisure & Entertainment	The Maya Civilisation
Historical Interpretations	find and analyse a wide range of evidence about the past;	✓	✓	✓	✓	✓	✓
	use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;		✓	✓	✓	✓	✓
	consider different ways of checking the accuracy of interpretations of the past;	✓	✓	✓	✓	✓	✓
	start to understand the difference between primary and secondary evidence and the impact of this on reliability;	✓	✓	✓	✓	✓	✓
	show an awareness of the concept of propaganda;	✓		✓			
	know that people in the past represent events or ideas in a way that may be to persuade others;	✓	✓	✓		✓	
	begin to evaluate the usefulness of different sources.	✓	✓	✓	✓	✓	✓
Historical Investigations	recognise when they are using primary and secondary sources of information to investigate the past;	✓	✓	✓	✓	✓	✓
	use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;	✓	✓	✓	✓	✓	✓
	select relevant sections of information to address historically valid questions and construct detailed, informed responses;	✓	✓	✓	✓	✓	✓
	investigate their own lines of enquiry by posing historically valid questions to answer.	✓	✓	✓	✓	✓	✓
Chronological Understanding	order an increasing number of significant events, movements and dates on a timeline using dates accurately.	✓	✓	✓	✓	✓	✓
	accurately use dates and terms to describe historical events;	✓	✓	✓	✓	✓	✓
	understand and describe in some detail the main changes to an aspect in a period in history;	✓	✓	✓	✓	✓	✓
	understand how some historical events/periods occurred concurrently in different locations, e.g., Indus Valley and Ancient Egypt	✓	✓				✓

Knowledge and Understanding of Events, People and Changes in the Past	identify and note connections, contrasts and trends over time in the everyday lives of people;	✓	✓	✓	✓	✓	✓
	use appropriate historical terms such as culture, religious, social, economic and political when describing the past;	✓	✓	✓	✓	✓	✓
	examine causes and results of great events and the impact these had on people;	✓	✓	✓	✓	✓	✓
	describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	✓	✓	✓	✓	✓	✓
Presenting, Organising and Communicating	know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;	✓	✓	✓	✓	✓	✓
	present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;	✓	✓	✓		✓	✓
	plan and present a self-directed project or research about the studied period.		✓	✓			✓