



History Subject objectives

Year 1

- Can they recognise that a story that is read to them may have happened a long time ago?
- Can they retell a familiar story set in the past? Do they appreciate that some famous people have helped our lives be better today?
- Do they understand that we have a king who rules us and that Britain has a queen or king for many years?
- Can they answer questions using an artefact/photograph provided?
- Can they use words and phrases like: old, new and a long time ago?
- Can they tell me about things that happened when they were little?
- Can they explain how they have changed since they were born?
- Can they put up to three objects in chronological order (recent history)?
- Do they know that some objects belonged to the past?
- Can they ask and answer questions about old and new objects?
- Can they spot old and new things in a picture?
- Can they give a plausible explanation about what an object was used for in the past?
- Can they begin to identify the main differences between new and old objects?
- Can they identify objects from the past, such as vinyl records?



Year 2

Where do I live?

Can they use words and phrases like: before I was born, when I was younger?

Can they use a range of appropriate words and phrases to describe the past?

Can they find out something about the past by talking to an older person?

Can they answer questions by using a specific source, such as an information book?

Remembrance Sunday

Can they research about a famous event that happened in Britain and why it has been happening for some time?

Can they answer questions by using a specific source, such as an information book?

London's Burning

Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their...

Can they use words like 'past' and 'present' accurately?

Can they sequence a set of events in chronological order and give reasons for their order?

Can they research the life on a famous Briton from the past using different resources to help them?

Can they answer questions by using a specific source, such as an information book?

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Year 3

The Maya

Do they know how to describe events and periods using the words: BC, AD, decade century and ancient?

Do they know how to use a timeline within a specific time in history to set out the order things may have happened?

Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?

Can they use their 'information finding' skills in writing to help them write about historical information?

Can they, through research, identify similarities and differences between given periods in history?

Do they know how to use various sources of evidence to answer questions and piece together information about a period of history?

From Stone to Iron

Do they know that Britain has been invaded by several different groups over time?

Do they appreciate and understand that the early Brits would not have communicated as we do or have eaten as we do?

Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?

Can they begin to picture what life would have been like for the early settlers?

Railway Revolution

Do they know how to describe events from the past using dates of when things happened?

Can they suggest why certain events happened as they did in history and why certain people acted in the way that they did?

Can they research a specific event from the past?



Year 4

Here Come the Romans

Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?

Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

Can they give more than one reason to support an historical argument?

Can they research two versions of an event and say how they differ?

Can they explain how events from the past have helped shape our lives?

Do they have a good understanding as to how crime and punishment has changed over the years?

Rochdale Through Victorian Eyes

Do they know how to place periods of history on a timeline showing periods of time, including centuries?

Can they place periods of history on a timeline showing periods of time?

Do they recognise that the lives of wealthy people were very different from those of poor people?

Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?

Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?

Do they have a good understanding as to how crime and punishment has changed over the years?

Can they research two versions of an event and say how they differ?

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Year 5

Significant Turning Point in British History (Hastings - Civil War – WW1 – WW2)

Do they appreciate that significant events in history have helped shape the country we have today?

Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Do they know how to use dates and historical language in their work?

Can they identify and explain their understanding of propaganda?

Ancient Civilisations (in depth focus on Ancient Egyptians)

Can they describe historical events from the different period/s they are studying/have studied?

Are they able to make comparisons between historical periods; explaining things that have changed and things that have stayed the same?

Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?



Year 6

Ancient Greece

Do they know where a period of history fits on a timeline?

Do they know where to place a specific event on a timeline by decade?

Do they know how to place features of historical events and people from past societies and periods in a chronological framework?

Are they able to summarise the main events from a specific period in history, explaining the order in which key events happened?

Do they know and can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?

Can they describe features of historical events and people from past societies and periods they have studied?

Do they recognise and are able to describe differences and similarities/ changes and continuity between different periods of history?

Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?

Do they know that significant decisions have been made through parliament for some time?

Who won what in the battle for Britain? Anglo Saxons and Vikings

Do they know where a period of history fits on a timeline?

Do they know where to place a specific event on a timeline by decade?

Do they know how to place features of historical events and people from past societies and periods in a chronological framework?

Are they able to summarise the main events from a specific period in history, explaining the order in which key events happened?

Do they know how Britain has had a major influence on world history?

Do they know and can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?

Can they describe features of historical events and people from past societies and periods they have studied?

Can they describe a key event from Britain's past using a range of evidence from different sources?