

EYFS; KS1; KS2	These are the minimum end of year expectations for our EYFS learners in relation to Understanding the World		This document shows how History objectives and designed in a progressive way to ensure learners become more proficient historians as they move through the school, securing and applying the History mastery objectives. Each teacher should be aware of my own History objectives, and of those which have come before.					
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Potential hooks and driving context								
Enrichment/Trips / Residentials				Gladstone Pottery	Stone Age Experience		York Residential (Vikings)	Blackpool Residential (Industrial Revolution)
Significant Figures / Locations: Broad I can statements to be covered using the Chronology, Knowledge, Interpretation and Enquiry skills.								
Local	Learning Objectives:							
			<i>I can explore the role of Reginald Mitchell in the development of flight</i>	I can explore the importance of Josiah Wedgwood to our local area.	<i>I can identify the role of Chesterton Roman Fort in Roman Britain</i>	<i>I can explore Anglo Saxon Staffordshire</i>	<i>I can compare the architecture of Trentham Estate with that of Ancient Greece</i>	I can further explore the influence of Josiah Wedgwood on our local area
National	Learning Objectives:							
			I can identify Guy Fawkes role in the Gunpowder plot	I can identify the impact the Great Fire had on London and the importance of Samuel Pepys within it.	I can identify the role that Mary Anning played in our understanding of the past	<i>I can identify why Alfred the Great was Great</i>	<i>I can identify the importance of Charles Barry's work.</i> I can identify the key events which occurred at Lindisfarne and what happened in the aftermath.	I can identify the impact John Cadbury had upon workers' welfare.
International	Learning Objectives:							
			I can explore the role of the Montgolfier Brothers on the development of flight		I can identify who Julius Caesar was, and what role he played in the formation of Roman Britain	<i>I can understand the importance of Tutenkhamun in our understanding of Ancient Civilizations</i>	<i>I can compare the work of various Historical Architecture and why it was designed in the way it was.</i>	
Significant Events								
Local	Learning Objectives:							
			<i>Spitfire Development</i>	Development of the Potteries		The Staffordshire Hoard		The Industrial Revolution
National	Learning Objectives:							
			The Gunpowder Plot	The Great Fire of London	Changes throughout Stone Age Britain to the Iron Age Caesar's attempted invasion of Britain 55-54BC	Anglo Saxons	Vikings	The impact of Cadbury and changes in workers welfare British Holiday Destinations
International	Learning Objectives:							

		Development of Flight		Eruption of Vesuvius Life in Ancient Rome		<i>Development of Ancient Civilizations</i>		Ancient Greece		The Mayans			
Chronology													
Learning Objectives:													
<p>I can retell past events in correct order I can use talk to connect ideas, explain what is happening and anticipate what might happen next, recalling past experiences I can talk about significant times or events for family & friends I can begin to make sense of my own life-story & my family's history</p>		<p>I can use talk to organise, sequence and clarify thinking and events I can compare & contrast characters from stories, including figures from the past I can comment on images of familiar situations in the past</p>		<p>I can sequence events in my life I can sequence 3 or 4 artefacts from different periods of time I can match objects to people of different ages</p>		<p>I can sequence artefacts closer together in time and check with a reference book I can sequence photographs etc. from different periods of my life. I can describe memories of key events in my life</p>		<p>I can place the time studied on a timeline I can use dates and terms related to the unit and passing of time I can sequence several events or artefacts</p>		<p>I can place events from period studied on a timeline I can use terms related to the periods studied and begin to date events I can understand more complex terms eg BC/AD</p>		<p>I can remember and sequence key events of time period studied I can interrogate a timeline I can use relevant terms and period labels I can make comparisons between different times in the past</p>	
Historical Knowledge													
Learning Objectives:													
<p>I can comment and ask questions about aspects of the familiar world such as the place where I live or the natural world</p>		<p>I can use talk to organise, sequence & clarify thinking, ideas, feelings & events I can ask questions to find out more & to check understanding of what has been said</p>		<p>I can recognise the difference between past and present I can remember and recount stories about the past</p>		<p>I can recognise why people did things, why events happened and the results I can identify differences between ways of life at different times</p>		<p>I can find out about every day lives of people from the past and compare with our life today I can identify reasons for and results of people's actions I can understand why people may have wanted to do something</p>		<p>I can use evidence to reconstruct life in the past I can identify key features and events of the past I can look for links and effects in the past I can offer a reasonable explanation for some events</p>		<p>I can study different aspects of different people I can examine causes and results of great events and the impact on people I can compare life in early and late history I can compare an aspect of life between two times in the past</p>	
Historical Interpretation													
Learning Objectives:													

History Progression Mapping

	<p>I can develop an understanding of growth, decay and changes over time I can bring in photographs, videos, visitors I can preserve memories of special events e.g. make a book, video, photos I can share stories about people from the past who have an influence on the present</p>	<p>I can articulate ideas & thoughts in well-formed sentences</p>	<p>I can distinguish between fact and fiction I can compare adults talking about the past – how reliable are my memories?</p>	<p>I can compare two versions of a past event I can compare pictures or photographs of people or events in the past I can discuss the reliability of photos/ accounts/stories</p>	<p>I can identify and give reasons for different ways in which the past is represented I can distinguish between different sources I can look at representations of the past – museum, cartoons etc</p>	<p>I can look at evidence available I can begin to evaluate the usefulness of different sources I can use text books and historical knowledge</p>	<p>I can compare accounts of events from different sources including fact or fiction I can offer some reasons for different versions of events I can show awareness that different evidence will lead to different conclusions</p>	<p>I can link sources and work out how conclusions were arrived at I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion I can confidently use the library and internet for research</p>
Historical Enquiry								
Learning Objectives:								
	<p>I can question why things happened & give explanations I can understand 'why' and 'how' questions I can ask 'who', 'what', 'when' & 'how'</p>	<p>I can ask questions to find out more & to check understanding of what has been said I can understand questions such as 'who', 'why', 'when', 'where' & 'how' I can understand a range of complex sentence structures including tense markers I can engage in non-fiction books</p>	<p>I can find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>I can use a sources to answer questions about the past</p>	<p>I can use a range of sources to find out about the past I can observe small details in artefacts and pictures I can select and record information relevant to the unit I can begin to use the library and internet for research</p>	<p>I can use evidence to build up a picture of a past event I can choose relevant material to present a picture of one aspect of life in the past I can ask a variety of questions I can use the library and internet for research</p>	<p>I can begin to identify primary and secondary sources I can use evidence to build up a picture of a past event I can select relevant sections of information I can use the library and internet for research with increasing confidence</p>	<p>I can recognise primary and secondary sources I can use a range of sources to find out about an aspect of time past I can suggest omissions and the means of finding out I can bring knowledge gathered from several sources together in a fluent account</p>