

Year 1 objectives		
Areas of study	Chronological understanding	Historical enquiry
<p><b>Toys</b> – <i>changes within living memory</i>  <b>Is an iPad more fun than the toys your grandfather played with?</b></p> <p><b>Explorers</b> – <i>significant people</i>  <b>Why should we remember Ibn Battuta and Amelia Earhart?</b></p>	<ul style="list-style-type: none"> <li>Understanding the difference between things that happened in the past and the present</li> <li>Describe things that happened to themselves and other people in the past</li> <li>Order a set of events or objects – or group into then and now</li> <li>Use words and phrases such as: <i>a long time ago, before I was born, when my parents were young</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways the past is represented</li> <li>Explore events, look at pictures and ask questions i.e. <i>which things are old and which are new? Or what were people doing? How is it different/the same?</i></li> <li>Look at objects from the past and ask questions i.e. <i>What were they used for</i> and try to answer</li> </ul>
Knowledge and understanding of events, people and changes in the past	Historical interpretation	Organisation and communication
<ul style="list-style-type: none"> <li>Recall some events about people/events before living memory</li> <li>Say why people acted the way they did</li> </ul>	<ul style="list-style-type: none"> <li>Look at books, videos, photographs and artefacts to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Tell stories about the past</li> <li>Talk, write and draw about things from the past</li> </ul>

Year 2 objectives		
Areas of study	Chronological understanding	Historical enquiry
<p><b>Events beyond living memory</b> - Transport through the ages <b>How has transport changed over the years?</b></p> <p><b>Local history study /events beyond living memory</b> - <i>Great Fire of London</i> <b>Would the Great Fire of London Happen Today?</b></p>	<ul style="list-style-type: none"> <li>• Understand and use the words past and present when telling others about an event</li> <li>• Recount changes in own life over time</li> <li>• Understand how to put people, events, and objects in order of when they happened using a scale the teacher has given</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different ways the past is represented</li> <li>• Ask questions about the past</li> <li>• Use a wide range of information to answer questions</li> </ul>
Knowledge and understanding of events, people and changes in the past	Historical interpretation	Organisation and communication
<ul style="list-style-type: none"> <li>• Use information to describe the past</li> <li>• Describe the differences between then and now</li> <li>• Look at evidence to give and explain reasons why people in the past may have acted in the way that they did</li> <li>• Recount the main events from a significant event in history</li> </ul>	<ul style="list-style-type: none"> <li>• Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Describe objects, people or events in history</li> <li>• Use timelines to order events or objects or place significant people</li> <li>• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, storytelling and using ICT</li> </ul>

Year 3 Objectives		
Areas of study	Chronological understanding	Historical enquiry
<p><b>Overview study of change and continuity over pre-history:</b> Stone Age to Iron age  <b>How have homes changed from the Stone Age to the Iron Age?</b></p> <p><b>In depth study of an Ancient civilisation:</b> The Ancient Greeks  <b>Can we thank the Ancient Greeks for anything in our lives today?</b></p> <p><b>Local history - Windrush</b>  <b>Why did people migrate from the Caribbean to the United Kingdom?</b></p>	<ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC and AD</li> <li>• Use a timeline to place historical events in chronological order</li> <li>• Describe dates or and order significant events from the period studied</li> </ul>	<ul style="list-style-type: none"> <li>• Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to the museums and galleries and visits to sites as evidence about the past</li> <li>• Ask questions and find answers about the past</li> </ul>
Knowledge and understanding of events, people and changes in the past	Historical interpretation	Organisation and communication
<ul style="list-style-type: none"> <li>• Use evidence to describe the homes, culture and leisure activities from the past</li> <li>• Use evidence to describe the clothes, way of life and actions of people in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the idea that there are different accounts of history</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, story-telling and using ICT</li> </ul>

Year 4 Objectives		
Areas of study	Chronological understanding	Historical enquiry
<p><b>Roman Britain – Did the punishment fit the crime?</b></p> <p><b>Overview study of invaders and settlers from around 410 and 1066 – Why did the Anglo-Saxons and the Vikings invade Britain?</b></p>	<ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC and AD</li> <li>• Order significant events and dates on a timeline</li> <li>• Describe the main changes in a period in history</li> </ul>	<ul style="list-style-type: none"> <li>• Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past</li> <li>• Ask questions and find answers about the past</li> </ul>
Knowledge and understanding of events, people and changes in the past	Historical interpretation	Organisation and communication
<ul style="list-style-type: none"> <li>• Use evidence to describe what was important to people from the past</li> <li>• Use evidence to show how the lives of rich and poor people from the past differed</li> <li>• Describe similarities and differences between people, events and artefacts studied</li> <li>• Describe how some of the things studied from the past affect/influence life today</li> </ul>	<ul style="list-style-type: none"> <li>• Look at different versions of the same event in history and identify differences</li> <li>• Know that people in the past represent events or ideas in a way that persuades others</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, story-telling and using ICT</li> </ul>

Year 5 objectives		
Areas of study	Chronological understanding	Historical enquiry
<p><b>Beyond 1066: WW2 – Why Should We Remember?</b></p> <p><b>Overview Study: Stone Age to Banksy Why is the writing on the wall?</b></p> <p><b>In depth study of ancient civilisations - Ancient Egypt</b> <b>What made Cleopatra so special?</b></p>	<ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC and AD</li> <li>• Order significant events, movements and dates on a timeline</li> <li>• Describe the main changes in a period in history</li> </ul>	<ul style="list-style-type: none"> <li>• Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past</li> <li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</li> <li>• Investigate own lines of enquiry by posing question to answer</li> </ul>
Knowledge and understanding of events, people and changes in the past	Historical interpretation	Organisation and communication
<ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past</li> <li>• Give own reasons why changes may have occurred, backed up by evidence</li> <li>• Describe similarities and differences between people, events and artefacts studied</li> <li>• Describe how historical events studied affect/influence life today</li> <li>• Make links between some of the features of past societies (e.g. religion, houses, society, technology)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretation of history</li> <li>• Give reasons why there may be different accounts of history</li> <li>• Evaluate evidence to choose the most reliable forms</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, story-telling and using ICT</li> <li>• Plan and present a self-directed project or research about the studied period</li> </ul>

Year 6 Objectives		
Areas of study	Chronological understanding	Historical enquiry
<p><b>Ancient Maya – Why Were the Mayans so mysterious?</b></p> <p><b>Medicine through the Ages – Have we got better at fighting disease?</b></p> <p>Medieval Britain (Black Death) - 1348-1350), 1665 Great Plague, 1854 Cholera Outbreak in London, Modern day pandemic</p>	<ul style="list-style-type: none"> <li>• Order significant events, movements and dates on a timeline</li> <li>• Identify and compare changes within and across different periods</li> <li>• Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and pre-historic Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past</li> <li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</li> <li>• Investigate own lines of enquiry by posing question to answer</li> </ul>
Knowledge and understanding of events, people and changes in the past	Historical interpretation	Organisation and communication
<ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past</li> <li>• Give own reasons why changes may have occurred, backed up by evidence</li> <li>• Describe similarities and differences between people, events and artefacts studied</li> <li>• Describe how historical events studied affect/influence life today</li> <li>• Make links between some of the features of past societies (e.g. religion, houses, society, technology)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate evidence to choose the most reliable forms</li> <li>• Know that people in the past have a point of view and that this can affect interpretation</li> <li>• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, story-telling and using ICT</li> <li>• Plan and present a self-directed project or research about the studied period</li> </ul>