



Year group	Yearly Objectives	Progression / curriculum coverage / approach to objectives
<b>Year 1</b>	<p>I can use words and phrases like: old, new and a long time ago</p> <p>I can recognise that some objects belong in the past</p> <p><b>I can explain how I have changed since I was born.</b></p> <p>I can explain how some people have helped us to have better lives.</p> <p>I can ask and answer questions about old and new objects.</p> <p>I can spot old and new things in a picture.</p> <p>I can explain what an object from the past might have been used for.</p>	<p><b>Mills and Machines (Victorians)</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past</li> <li>• To be able to use common words and phrases relating to the passing of time e.g. old, new, before, after, long ago,</li> <li>• Lives of specific individuals e.g. Uri Gargarin, Neil Armstrong, Captain Blackbeard</li> <li>• To be able to investigate aspects of the past through stories from periods and cultures, including stories and eye witness accounts of historical events</li> <li>• To be able to recognise why people did things, why events happened and what happened as a result</li> <li>• To be able to identify ways in which the past is represented e.g. pictures, written accounts, songs, plays, museum displays</li> <li>• To be able to find out about aspects of the past from a range of sources of information including artefacts, pictures and photographs, adults talking about their past</li> <li>• Develop a concept of monarchy e.g. Kings &amp; Queens</li> <li>• Lives of specific individuals e.g. Queen Victoria</li> <li>• To be able to identify differences between ways of life at different times</li> <li>• Develop knowledge of local history</li> <li>• Develop understanding about life of a significant Britain - Lowry, Queen Victoria</li> <li>•</li> </ul>
<b>Year 2</b>	<p>I can use words and phrases like: before, after, past, present, then and now.</p> <p>I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they</p>	<p><b><u>Time to Explore / Heroes and Heroines / Great Fire of London</u></b></p> <ul style="list-style-type: none"> <li>• Understand the lives of significant individuals in the past who have contributed to national and international achievements. E.g. Neil Armstrong, Guy Fawkes</li> </ul>

	<p>did later.</p> <p>I can find out things about the past by talking to an older person.</p> <p>I can answer questions using books and the internet.</p> <p>I can research the life of a famous person from the past using different sources of evidence.</p>	<ul style="list-style-type: none"> <li>• Compare aspects of life in different periods.</li> <li>• Significant historical events, people and places in their own locality.</li> <li>• Compare &amp; contrast famous portraits</li> <li>• Look at a range of evidence that gives information about the past e.g. diaries, paintings, newspapers, artefacts</li> <li>• How people's lives have shaped the nation &amp; world</li> <li>• Understand historical concepts e.g. change, similarity, difference, significance, making connections, written narratives and ask questions/historical enquiry</li> <li>• Gain a historical perspective</li> </ul>
<p><b>Year 3</b></p>	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can use my mathematical knowledge to work out how long ago events happened.</p> <p><b>I can explain some of the times when Britain has been invaded.</b></p> <p>I can use research skills to find answers to specific historical questions.</p> <p>I can research in order to find similarities and differences between two or more periods of history.</p>	<p><b>From Stone to Iron</b></p> <ul style="list-style-type: none"> <li>• Chronological narrative</li> <li>• Historical vocabulary</li> <li>• Understanding historical concepts of cause and consequence.</li> <li>• Interpreting historical events.</li> <li>• Making connections with present day context.</li> </ul> <p><i>Timeline seen on monitoring.</i></p>
<p><b>Year 4</b></p>	<p>I can plot events on a timeline using centuries.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades.</p> <p>I can explain how historic items and artefacts can be used to</p>	<p><b>Invaders and Settlers</b></p> <ul style="list-style-type: none"> <li>• Chronological narrative</li> <li>• Historical vocabulary</li> <li>• Understanding historical concepts of cause and</li> </ul>

	<p>help build up a picture of life in the past.</p> <p>I can explain how an event from the past has shaped our life today.</p> <p><b>I can research two versions of an event and explain how they differ.</b></p> <p>I can research what it was like for children in a given period of history and present my findings to an audience.</p>	<p>consequence.</p> <ul style="list-style-type: none"> <li>• Interpreting historical events.</li> <li>• Making connect with present day context.</li> </ul>
<b>Year 5</b>	<p>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>I can compare two or more historical periods: explaining things which changed and things which stayed the same.</p> <p>I can explain how Parliament affects decision making in England.</p> <p>I can explain how our locality has changed over time.</p> <p>I can test out a hypothesis in order to answer questions.</p> <p><b>I can decide how crime and punishment has changed over a period of time.</b></p>	<p><b>Egyptians / Greeks</b></p> <ul style="list-style-type: none"> <li>• Understanding use of evidence</li> <li>• Awareness of chronology</li> <li>• Growth and decline of ancient civilisations</li> <li>• gain and use abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>• understand how evidence is used to make historical claims and interpret the past</li> <li>• Growth and decline of ancient civilisation (achievements and follies of mankind)</li> <li>• Draw contrast with modern British and Greek civilisation</li> <li>• Understand historical evidence</li> </ul>
<b>Year 6</b>	<p>I can place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>I can summarise the main events from a period of history, explaining the order of events and what happened.</p>	<p><b>Battle of Britain / Mayans</b></p> <ul style="list-style-type: none"> <li>• Know and understand the story of these islands and how Britain influenced the world</li> <li>• Understand concept of cause and consequence</li> </ul>

<p>I can summarise how Britain has had a major influence on the world. I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p> <p>I can identify and explain differences, similarities and changes between different periods of history.</p> <p><b>I can identify and explain propaganda.</b></p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I can describe the features of historical events and way of life from periods I have studied: presenting to an audience.</p>	<ul style="list-style-type: none"> <li>• Gain historical perspective by linking local history to national and international</li> <li>• Identify and explain propaganda</li> <li>• Development of institutions which govern our lives</li> <li>• Growth and decline of ancient civilisation</li> <li>• Draw contrasts</li> <li>• Understand historical evidence</li> </ul>
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