**History – Whole Objectives**

|  |
| --- |
| **Year 3** |
| **Skills Progression/Breadth of study** | **Skills required in detail** | **Objectives** |
| Chronological Understanding | * Understand that a timeline can be divided into AD and BC
* Know that a century means 100 years and a decade means 10 years
 | * Understand that a timeline can be divided into AD and BC.
* Know that a century means 100 years and a decade means 10 years.
* Using evidence, describe similarities and differences between a period in the past and now.
* Ask historical questions: How did people…? What did people…?
* Use more than once source of evidence to collect historical information or answer their question.
* Present findings through speaking.
* Present findings through writing.
* Present findings through computing.
* Present findings through drawing.
 |
| Knowledge and understanding of past events, people and changes in the past | * Using evidence, describe similarities and differences between a period in the past and now.
* Show changes on a timeline
 |
| Historical interpretation | * Look at 2 versions of the same event and identify differences in the account.
* Understand why people in the past did things
 |
| Historical Enquiry | * Use a variety of sources to collect information
* Ask historical questions: How did people…? What did people…?
* Suggest sources of evidence to help answer questions.
 |
| Organisation and communication | * Present findings through: speaking, writing computing and drawing.
 |
|  |  |  |
| **Year 4** |  |
| **Skills Progression/Breadth of study** | **Skills required in detail** | **Objectives** |
| Chronological Understanding | * Name and place dates of significant events from the past on a timeline
* Understand that we live in the 21st century and how previous centuries are divided (20th and 16th century)
 | * Recall the date of a significant event from the past and place it on a timeline.
* Understand that we live in the 21st century and how previous centuries are divided (20th century; 16th century etc.).
* Describe how things may have changed during a period of history.
* Describe how past events or people affect life today using dates and vocabulary (e.g. monarch, settlement, invader etc.).
* Begin to understand the difference between primary and secondary sources of evidence.
* Ask historically relevant questions (how did people…? What did people…?) and suggest sources of evidence to help answer these questions.
* Look at different versions of the same account of a historical event and discuss why they might be different.
* Present findings in a variety of ways (speaking, writing, maths (statistics), computing, drama and drawing).
 |
| Knowledge and understanding of past events, people and changes in the past | * Describe features of past societies and periods
* Identify ideas, attitudes, beliefs and experiences of men, women and children from the past.
* Describe how things (see skills progression) may have changed during a period of history
* Describe how past events/people affect life today
 |
| Historical interpretation | * Give reasons why there may be different accounts of history
 |
| Historical Enquiry | * Understand the difference between primary and secondary sources of evidence.
* Use a variety of sources to collect information
* Ask questions such as what was it like for a … during…?
* Suggest sources of evidence to help answer questions.
 |
| Organisation and communication | * Present findings through: speaking, writing, maths (statistics), computing, drama and drawing.
* Use dates and terms (e.g. periods) correctly
* Discuss the most appropriate ways to present information for a given audience
* Use subject specific vocabulary e.g. monarch, settlement, invader etc.
 |
|  |  |  |
| **Year 5** |  |
| **Skills Progression/Breadth of study** | **Skills required in detail** | **Objectives** |
| Chronological Understanding | * Name and place dates of local, national and international significant events from the past on a timeline.
* Describe events using historical vocabulary including periods e.g. Tudors, Stuarts, Victorian etc.
* Identify changes within and across historical periods
* Describe the changes above using vocabulary such as social, religious, political, technological and cultural
 | * Name and place dates of local, national and international significant events from the past on a timeline.
* Describe changes within a period using the correct term for that period (e.g. Tudors, Stuarts, Victorian etc).
* Understand the terms social, religious, political, technological and cultural and apply them to a period or society (including ethnic diversity) in Britain and the wider world.
* Describe what caused changes within an historical period and what the consequences of those changes were.
* Understand the difference between primary and secondary sources of evidence.
* Look at different versions of the same account (sources) of an historical event and give clear reasons why there might be differences in them.
* Ask a question about the past and choose reliable evidence or a variety of sources that might help answer that question.
* Understand that we should choose the most appropriate way of presenting information: speaking, writing, computing, maths (statistics) and drawing etc.
 |
| Knowledge and understanding of past events, people and changes in the past | * Identify some social, cultural, religious, and ethnic diversity of societies studied in Britain and the wider world
* Give some causes and consequences of main events in the periods studied
* Identify changes and links within and across the time periods studied
 |
| Historical interpretation | * Look at different versions of the same account historical event and identify differences in accounts
* Give clear reasons why there might be differences in the accounts above
* Understand that people (in the past and present) can represent events or ideas in ways to persuade others.
 |
| Historical Enquiry | * Ask a range of questions about the past
* Choose reliable sources of evidence to answer questions
* Understand that there is not a single answer to historical questions
 |
| Organisation and communication | * Choose the most appropriate way to present information to an audience.
* Use dates, terms and historical vocabulary accurately.
 |
|  |  |  |
| **Year 6** |  |
| **Skills Progression/Breadth of study** | **Skills required in detail** | **Objectives** |
| Chronological Understanding | * Use a timeline to place events, periods and cultural movements around the world.
* Use a timeline to demonstrate changes and developments in culture, technology, religion and society.
* Recall a date of significance and place it on a timeline
* Use key periods as reference points: BC, Romans, Anglo Saxons, Ancient Egyptians etc
* Describe main changes in a period in history using historical language such as social, religious, political, technological and cultural.
 | * Recall a date of significance and place it on a timeline explain its significance through changes in culture, technology, religion and/or society.
* Use key periods as reference points: BC, Romans, Anglo Saxons, Ancient Egyptians etc
* Use sources of evidence to describe changes to the lives of people including: houses and settlements; culture and leisure activities; clothes; buildings and their uses; people’s beliefs, religion and attitudes; differences between lives of: rich and poor; young and old, gender and ethnic diversity.
* Describe how two periods in history differed from each other and explain how those changes affect life today. E.g From Religion in Ancient Egypt or Roman period to Christian beliefs in Darwin’s lifetime to multicultural religion in Britain today.
* Evaluate the usefulness and accurateness of different primary and secondary sources of evidence.
* Suggest reasons for how/why aspects of the past have been represented and interpreted in different ways including propaganda – fake news.
* Choose the most appropriate way of presenting information in a clear and organised way.
* Make accurate use of specific dates and historical terminology.
 |
| Knowledge and understanding of past events, people and changes in the past | * Use sources of evidence to describe houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; differences between lives of rich and poor.
* Identify how any of the above may have changed over time.
* Give reasons why changes may have occurred, backed up with evidence.
* Describe similarities and differences between some people events and objects studied.
* Describe how some changes affect life today.
* Make links between some features of past societies.
 |
| Historical interpretation | * Understand that the past has been represented in different ways.
* Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.
* Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
 |
| Historical Enquiry | * Identify and use different sources of information and artefacts.
* Evaluate the usefulness and accurateness of different sources of evidence.
* Select the most appropriate source of evidence for particular tasks.
* Form own opinion about historical events from a range of sources.
 |
| Organisation and communication | * Present information in an organised and clearly structured way.
* Make use of different ways of presenting information.
* Present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).
* Make accurate use of specific dates and terms.
 |