



# History Objectives Y1 - Y6

## History Objectives - Year 1/2

### Chronology

Sequence events or objects in chronological order.

Sequence artefacts closer together in time.

Sequence photos from different periods of their life

Describe memories of key events in lives.

### Range and Depth of Historical Knowledge

Develop empathy and understanding about a historical event (drama, hot seating, speaking & listening).

Find out about people and events in other times

Describe similarities and differences about artefacts (within a collection).

Generate ideas about why people did things in the past

Use a range of sources to find out characteristic features of the past.

### Interpretations of History

Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).

Compare pictures or photographs of people or events in the past.

### Historical Enquiry

Sort artefacts 'then' and 'now'.

Use a wide range of sources.

Ask and answer questions related to different sources and objects.

Ask - why, what, who, how and where questions and find answers.

Use and understand what a timeline represents.

Discuss the effectiveness of sources.

## History Objectives - Year 3/4

### Chronology

Place events from the period studied on a time line.

Sequence/order events or artefacts.

Use dates related to the passing of time.

Use terms related to the period and begin to date events.

Understand more complex terms - BCE / ACE

### Range and Depth of Historical Knowledge

Find out about everyday lives and routines of people in the time studied.

Identify key features and events of a time period.

Compare a period of time with our life today.

Identify reasons for and results of people's actions.

Understand why people may have had to do something, or believed they had to.

Look for cause and effect within the studied period.

Offer a reasonable explanation for an event.

Develop a broad understanding of ancient civilisations.

### Interpretations of History

Identify and give reasons for different ways in which the past is represented.

Distinguish between different sources and evaluate their usefulness.

Extract historical information from text books and research.

### Historical Enquiry

Use a range of sources to find out about a period.

Use evidence to build up a picture of the past.

Select and record information relevant to the study.

Begin to use digital sources for information.

Ask and answer questions generated by themselves and others.

## History Objectives - Year 5/6

### Chronology

Place the event being studied on a timeline in relation to other events studied.

Know and sequence key events of the time period studied.

Use relevant terms & dates and label different periods.

Make comparisons between different times in history.

Sequence up to ten events on a time line.

### Range and Depth of Historical Knowledge

Research beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings.

Compare beliefs and behaviours with another period studied.

Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanations.

Know key dates, characteristics and events in a time studied.

Compare and contrast ancient civilisations/groups in history.

Study different aspects of life for different people in a time period - e.g. men and women.

Examine causes and results of great events and the impact on people.

Compare life in early and late times studied.

Compare an aspect of life with the same aspect in another period of time.

### Interpretations of History

Compare accounts of events from different sources - fact and fiction.

Offer some reasons for different versions of events.

Consider ways of checking the accuracy of interpretations - fact or fiction and opinion.

Be aware that different evidence will lead to different conclusions.

Confidently use the library, digital and research documents.

### Historical Enquiry

Identify primary and secondary sources.

Use evidence to build up a picture of life in a time studied.

Select relevant sections of information from a text.

Use a range of sources to find out about an aspect of time past.

Gather knowledge from several sources together in a fluent account.