

History key objectives

Foundation Stage

- I can name some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.
- I can understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1

Intrepid Explorer

- I can find two similarities and differences between Christopher Columbus and Neil Armstrong's explorations.
- I can talk about where Christopher Columbus and Neil Armstrong went on their explorations and what they discovered.

Queens

- I can place the three queens on a timeline relating to other periods I have studied.
- I can compare aspects of life in the reigns of the three queens.

Homes in the past

- I can compare my home to that of a home in Victorian times.
- I can talk about two key changes between my home and the home my grandparents lived in when they were small.

Year 2

The Great Fire of London

- I can place the Great Fire of London on a timeline and order the key events.
- I can explain that we know about the Great Fire of London because of historical sources (such as Sam Pepys diary).
- I can talk about what changed because of the Great Fire of London.

The Titanic

- I can place the Titanic on a timeline.
- I can order the key events of the disaster.
- I can explain how the Titanic disaster made sea travel safer.

Toys in the past

- I can talk about three similarities and differences between toys in the present and past.

Year 3

Roman Britain

- I can accurately place the Roman Britain period on a timeline in relation to periods already studied.
- I can choose relevant material in order to describe what life was like in Roman Britain.

Anglo-Saxons

- I can explain where the Anglo Saxons came from, why they came to Britain and how they changed the country.
- I can describe daily life for an Anglo Saxon person.
- I can recognise and use primary and secondary sources to investigate life in Anglo Saxon times.

Education

- I can explain what life was like for rich and poor Victorian children before the Education Act.
- I can use primary and secondary sources to find out what life was like for children when our school was built (new school).

Year 4

The Vikings

- I can place the Viking invasion on a timeline in relation to other periods studied.
- I can explain why the Vikings invaded Britain.
- I can explain what daily life was like for the Vikings.
- I can explain how England became a unified country.

Ancient Greece

- I can recognise and use primary and secondary sources to investigate life in Ancient Greece.
- I can explain what daily life was like for the Ancient Greeks.
- I can give three reasons why the Ancient Greek period was so significant.

Railways

- I can describe how the invention of the railways changed people's lives.

Year 5

The Blitz

- I can link World War 2 chronologically with other historical events.
- I can recall the events that led to the start of World War 2.
- I can explain how the Blitz affected the daily lives of people in Britain.
- I can explain why it was a turning point in World War 2.

Stone Age to Iron Age

- I can identify the biggest changes between Stone Age and Iron Age life.
- I can explain how we know about this period in history.
- I can explain what life was like during the Stone Age and the Iron Age.

The Shang

- I can place the Shang on a timeline in relation to other periods studied.
- I can use a range of sources to find out about The Shang.
- I can explain what daily life was like for the Shang.

Year 6

The Egyptians

- I can locate Ancient Egyptians in time and place and know about several features of Ancient Egyptian civilization.
- I can describe what life was like for the Ancient Egyptians
- I can explain the importance of the Nile valley and its significance for the AE.

The Maya

- I can place the Maya on a timeline in relation to other periods studied.
- I can use a range of sources to find out about The Maya civilization.
- I can describe what life was like for the Mayan people.
- I can make comparisons between the Maya and life in Bronze Age Britain.

Local History

- I can explain why our local furniture industry was important locally and nationally.
- I can explain how our local resources supported industry in our locality.