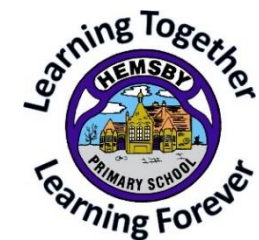


History – Curricular targets



| A Year 1 Historian... | A Year 2 Historian... | A Year 3 Historian... |
|--|---|---|
| <ul style="list-style-type: none"> • I can use words and phrases like: old, new and a long time ago. • I can recognise that some objects belonged to the past. • I can explain how I have changed since I was born. • I can explain how some people have helped us to have better lives. • I can ask and answer questions about old and new objects. • I can spot old and new things in a picture. • I can explain what an object from the past might have been used for. | <ul style="list-style-type: none"> • I can use words and phrases like: before, after, past, present, then and now. • 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 did later. • I can give examples of things that were different when my grandparents were children. • I can find out things about the past by talking to an older person. • I can answer questions using books and the internet. • I can research the life of a famous person from the past using different sources of evidence. | <ul style="list-style-type: none"> • I can describe events from the past using dates when things happened. • I can use a timeline within a specific period of history to set out the order that things may have happened. • I can use my mathematical knowledge to work out how long ago events happened. • I can explain some of the times when Britain has been invaded. • I can use research skills to find answers to specific historical questions. • I can research in order to find similarities and differences between two or more periods of history. |



| A Year 4 Historian... | A Year 5 Historian... | A Year 6 Historian... |
|--|--|---|
| <ul style="list-style-type: none"> • I can plot events on a timeline using centuries. • I can use my mathematical skills to round up time differences into centuries and decades. • I can explain how the lives of wealthy people were different from the lives of poorer people. • I can explain how historic items and artefacts can be used to help build up a picture of life in the past. • I can explain how an event from the past has shaped our life today. • I can research two versions of an event and explain how they differ. • I can research what it was like for children in a given period of history and present my findings to an audience. | <ul style="list-style-type: none"> • I can draw a timeline with different historical periods showing key historical events or lives of significant people. • I can compare two or more historical periods; explaining things which changed and things which stayed the same. • I can explain how Parliament affects decision making in England. • I can explain how our locality has changed over time. • I can test out a hypothesis in order to answer questions. • I can describe how crime and punishment has changed over a period of time. | <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>I can summarise how Britain has had a major influence on the world.</p> <p>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>I can identify and explain propaganda.</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> |