

SHIREMOOR PRIMARY SCHOOL HISTORY CURRICULUM TARGETS



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TT: To place known events and objects in chronological order.	TT: To use a wide vocabulary of everyday historical terms.	TT: To use an increasing range of common words and phrases relating to the passing of time including century, decade, BC, AD	TT: To place some historical periods in a chronological framework.	TT: To use dates to order and place events on a timeline.	TT: To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
TT: To sequence events and recount changes within memory.	TT: To speak about how he/she has found out about the past.	To use dates to place events, artefacts and historical figures on a timeline.	To plot recent history on a timeline using centuries.	To draw a timeline with different time periods outlined which shows different information, such as, periods of history, when famous people lived, etc.	TT: To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
To explain how they have	To find out something about	To refer to more than one source of	To understand that changes occur over	To create timelines which outline the	To summarise how Britain has had a



<p>changed since they were born.</p>	<p>the past by talking to an older person.</p>	<p>evidence for more accurate understanding of events.</p>	<p>time and add evidence and dates to timeline to represent this.</p>	<p>development of specific features, such as medicine; weaponry; transport, etc.</p>	<p>major influence on world history.</p>
<p>TT: To use common words and phrases relating to the passing of time including: past, old, new, recent, young, days, months.</p>	<p>To answer questions by using specific source such as an informative book or website.</p>	<p>To study two different accounts of the same event, exploring similarities and differences.</p>	<p>TT: To use historic terms related to the period of study.</p>	<p>TT: To compare sources of information available for the study of different times in the past.</p>	<p>TT: To understand how our knowledge of the past is constructed from a range of sources.</p>
<p>To explain the differences between the past and present in own life and that of other children from a different time in history.</p>	<p>To know about a famous event that happens somewhere else in the world and why it has been happening for some time.</p>	<p>To know that Britain has been invaded by several different groups over time.</p>	<p>TT: To use sources of information in ways that go beyond simple observations to answer questions about the past.</p>	<p>TT: To make comparisons between aspects of periods of history and the present day.</p>	<p>To understand that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history.</p>



<p>TT: To find answers to some simple questions about the past from simple sources of information.</p>	<p>To explain how the local area was different in the past.</p>	<p>To use 'information finding' skills in writing to help them write about historical information.</p>	<p>To explain how events from the past have helped shape our lives.</p>	<p>To make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p>	<p>TT: To make confident use of a variety of sources for independent research.</p>
<p>To give a plausible explanation about what an object was used for in the past.</p>	<p>TT: To record what he/she has learned by drawing and writing.</p>	<p>To identify similarities and differences between given periods in history.</p>	<p>To discuss what we can learn from some primary and secondary sources of information and evaluate their usefulness.</p>	<p>To explain how a locality has changed over time.</p>	<p>To describe a key event from Britain's past using a range of evidence from different sources.</p>
<p>To ask and answer questions such as What was it like for a...? What happened? How long ago?</p>	<p>To know some of the lasting effects of an invasion of Britain.</p>	<p>TT: To use a variety of resources to find out about aspects of life in the past.</p>	<p>TT: To understand that the type of information available depends on the period of time studied.</p>	<p>TT: To describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the</p>	<p>TT: To describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the</p>



					periods he/she studies.
TT: To describe some simple similarities and differences between artefacts	TT: To discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.		To appreciate that the food people ate was different because of the availability of different sources of food.	TT: To evaluate the usefulness of a variety of sources.	To summarise the main events from a specific period in history, explaining the order in which key events happened.
. To ask and answer questions about old and new objects.	To recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did		To know some achievements of an early civilisation.	TT: To present findings and communicate knowledge and understanding in different ways.	



	later.				
To explain why certain objects were different in the past, e.g. iron, music systems, televisions.	To research the life of a famous person from the past using different resources to help them.		TT: To understand that sources can contradict each other.	To select reliable sources of information to answer questions about the past.	To appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.
TT: To ask and answer relevant basic questions about the past.	To sequence events about the life of a famous person.		To research two versions of an event and say how and why they differ.	TT: To provide an account of a historical event based on more than one source.	TT: To note connections, contrasts and trends over time and show developing appropriate use of historical terms.



<p>To answer questions using an artefact / photograph provided.</p>	<p>To make comment on why people did things, why events happened and what happened as a result.</p>		<p>TT: To communicate his/her learning in an organised way, using appropriate terminology.</p>	<p>TT: To describe causes and consequences for an important historical event.</p>	<p>To recognize and describe differences and similarities / changes and continuity between different periods in history</p>
<p>To give examples of ways in which life is different in the present day compared to that of the early 20th century.</p>	<p>To research the life of someone who used to live in the area using internet and other sources to find out about them.</p>		<p>To ask a historically valid question about change.</p>		<p>To summarise how Britain may have learnt from other countries and civilizations through time gone by and more recently.</p>
					<p>To explore all available evidence to form an opinion of a historical event.</p>

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