

History Subject Sequence – Curriculum Goals

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Interpreting the Past | To understand that a source is evidence and gives us information about the past | <p>To explain the reasons why life is different from the past and the modern day.</p> <p>To use a source to find information on an enquiry question.</p> <p>To answer questions based on sources.</p> | <p>To differentiate between primary and secondary sources when answering a historical question.</p> <p>To explain the importance of remains to historians and briefly discuss how they can be interpreted.</p> <p>To explain why sometimes there is no answer for some historical enquiry questions and assess the validity of a variety of resources.</p> <p>To use evidence and explain what this tells us about a civilization.</p> | <p>To discuss the reliability of a range of sources and why we might not know much about some periods.</p> <p>To examine the evidence from a time period and discuss what representation this leaves. To further discuss why this might be.</p> <p>To discuss reliability of evidence versus opinion, partial evidence, what can be deduced and what cannot.</p> | To plan an enquiry with support into the past with a theme. | To plan and carry out an enquiry into the past with a theme, choosing their own sources considering their reliability. |
| Change | To compare how events in the past are different to the present day. | To explain why events from the past made changes to the modern day. | To use a variety of primary and secondary sources to evidence why events changed. | To use a variety of sources to compare lifestyles between two differing time periods. | To use a variety of sources to compare lifestyles of a range of time periods. | To use a variety of sources to make connections and generalisations from a range of |

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| | | | <p>To describe the changes over a given period.</p> <p>To discuss how changes impacted the locality.</p> <p>To explain how people's lives have changed and show evidence to compare which aspects have remained the same.</p> | <p>To discuss how a time period's life changed after another tribe arrives.</p> | | <p>different time periods, discussing the impact from these changes.</p> |
| Chronology | <p>To be aware of the past and begin to understand chronology.</p> <p>To use phrases which indicate a passing of time</p> <p>To place some events on a timeline.</p> | <p>To place events on a timeline, use time vocabulary to describe the events.</p> | <p>To construct a timeline in chronological order and give details of the events that took place during different periods.</p> | <p>To plot the achievements of a period, drawing on a variety of sources to justify their thinking.</p> <p>To discuss the chronology shown by two timelines and the possible overlap between them.</p> | <p>To explain the achievements of a period, drawing on a variety of sources to justify their thinking.</p> | <p>To explain the achievements of a range of time periods, drawing on a variety of sources to justify their thinking.</p> |
| Significance | <p>To describe significant events in a person's life.</p> | <p>To explain why a person from the past is significant.</p> <p>To compare two individuals, explaining who is more significant and why.</p> | <p>To explain and compare the significant events from a range of periods.</p> <p>To discuss significant factors</p> | <p>To explore various sources and explain why an individual is a significant figure in British history.</p> <p>To explain why a period is significant or successful based</p> | <p>To debate a period's greatest legacy and justify their thinking using a range of sources as evidence.</p> <p>To compare significant</p> | <p>To debate and come to a conclusion regarding a period's greatest legacy and justify their thinking using a range of sources as evidence.</p> |

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| | | | to a civilization's success. | on their features (e.g. army) To make judgements on how important the people were to their locality. | individuals to other leaders throughout history, comparing successes and failures. | To compare significant individuals to other leaders throughout history, comparing successes and failures to whole civilisation. |
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