

### Year 3: History Overview

Title	Core Skills	Challenge	Target Tracker Statements
<p><b>Stone age to iron Age</b></p> <p><b>On Going Skills:</b></p> <ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: BC, AD and decade?</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they suggest why certain people acted as they did in history?</li> <li>• Can they describe events and periods using the words ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</li> <li>• Can they use their 'information finding' skills in writing to help them write about historical information?</li> <li>• Can they, through research, identify similarities and differences between given periods in history?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to use more than one source of information to bring together a conclusion about an historical event?</li> </ul>	<ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases relating to the passing of time (Chronological understanding)</li> <li>• Describe memories of key events in his/her life using hi</li> <li>Place some historical periods in a chronological framework (Chronological Understanding)</li> </ul>
<p><b>Romans and Boudicca</b></p> <p><b>On Going Skills:</b></p> <ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: BC, AD and decade?</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they begin to picture what life would have been like for the early settlers?</li> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> </ul> <p>Can they use a timeline within a specific time in history to set out the order things may have happened?</p>	<ul style="list-style-type: none"> <li>• Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</li> </ul>	<ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases relating to the passing of time (Chronological understanding)</li> <li>• Describe memories of key events in his/her life using hi</li> <li>Place some historical periods in a chronological framework (Chronological Understanding)</li> </ul>

<p><b>Maya</b></p>	<ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they begin to picture what life would have been like for the early settlers?</li> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> </ul> <p>Can they use a timeline within a specific time in history to set out the order things may have happened?</p>	<ul style="list-style-type: none"> <li>• Can they begin to use more than one source of information to bring together a conclusion about an historical event?</li> </ul>	<ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases relating to the passing of time (Chronological understanding)</li> <li>• Describe memories of key events in his/her life using hi Place some historical periods in a chronological framework (Chronological Understanding)</li> </ul>
<p><b>On Going Skills:</b></p> <ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: BC, AD and decade?</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul>			

## Year 4: History Overview

Title	Core Skills	Challenge	Target Tracker Statements
<p><b>Egypt</b></p> <p><b>On Going Skills:</b></p> <ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> <li>• Can they give more than one reason to support an historical argument?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recognise that people's way of life in the past was dictated by the work they did?</li> </ul>	<ul style="list-style-type: none"> <li>• Place some historical periods in a chronological framework (Chronological Understanding)</li> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past (Historical enquiry)</li> <li>• Communicate his/her learning in an organised and structured way (Organisation and communication)</li> <li>• Use Historical terms related to the period of study (Chronological Understanding)</li> <li>• understand that sources can contradict each other (Historical interpretations)</li> </ul>
<p><b>Anglo-Saxons</b></p> <p><b>On Going Skills:</b></p> <ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they use their mathematical skills to help them work out the time differences between certain major events in history?</li> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they begin to picture what life would have been like for the early settlers?</li> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as</li> </ul>	<ul style="list-style-type: none"> <li>• Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?</li> </ul>	<ul style="list-style-type: none"> <li>• Place some historical periods in a chronological framework (Chronological Understanding)</li> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past (Historical enquiry)</li> <li>• Communicate his/her learning in an organised and structured way (Organisation and communication)</li> </ul>

<p>differences?</p> <ul style="list-style-type: none"> <li>• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> <li>• Can they give more than one reason to support an historical argument?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out??</li> </ul>	<p>they did in history?</p> <ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul>		<ul style="list-style-type: none"> <li>• Use Historical terms related to the period of study (Chronological Understanding)</li> <li>• understand that sources can contradict each other (Historical interpretations)</li> </ul>
<p><b>Maya</b></p> <p><b>On Going Skills:</b></p> <ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they use their mathematical skills to help them work out the time differences between certain major events in history?</li> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> <li>• Can they give more than one reason to support an historical argument?</li> </ul> <p>Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>	<ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?</li> </ul>	<ul style="list-style-type: none"> <li>• Place some historical periods in a chronological framework (Chronological Understanding)</li> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past (Historical enquiry)</li> <li>• Communicate his/her learning in an organised and structured way (Organisation and communication)</li> <li>• Use Historical terms related to the period of study (Chronological Understanding)</li> <li>• understand that sources can contradict each other (Historical interpretations)</li> </ul>

## Year 5: History Overview

Title	Core Skills	Challenge	Target Tracker Statements
<p><b>Vikings</b></p> <p><b>On Going Skills:</b></p> <ul style="list-style-type: none"> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li> <li>• Can they use their mathematical skills to work exact time scales and differences as need be?</li> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> </ul> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p> <ul style="list-style-type: none"> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they begin to picture what life would have been like for the early settlers?</li> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they test out a hypothesis in order to answer a question?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use dates to order and place events on a timeline (Chronological Understanding)</li> <li>• Give some reasons for some historical events (understanding of events, people and changes)</li> <li>• Make some comparisons between aspects of periods of history and the present day (Historical interpretation)</li> <li>• Evaluate the usefulness of a variety of sources (Historical interpretations)</li> <li>• Compare sources of information available for the study of different time in the past (Historical enquiry)</li> <li>• Present findings and communicate knowledge and understanding in different ways (Organisation and communication)</li> <li>• Provide an account of a historical event based on more than one source (organisation and communication)</li> </ul>
<p><b>Ancient Greece</b></p>	<ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create timelines</li> </ul>	<ul style="list-style-type: none"> <li>• Use dates to order and place</li> </ul>

<p><b>On Going Skills:</b></p> <ul style="list-style-type: none"> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> </ul> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p> <ul style="list-style-type: none"> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> </ul>	<p>what happened in the past?</p> <ul style="list-style-type: none"> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they research a specific event from the past?</li> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> </ul> <p>Can they use a timeline within a specific time in history to set out the order things may have happened?</p> <ul style="list-style-type: none"> <li>• Can they test out a hypothesis in order to answer a question?</li> </ul>	<p>which outline the development of specific features, such as medicine; weaponry; transport, etc.</p>	<p>events on a timeline (Chronological Understanding)</p> <ul style="list-style-type: none"> <li>• Give some reasons for some historical events (understanding of events, people and changes)</li> <li>• Understand that the type information available depends on the period of time studied</li> <li>• Evaluate the usefulness of a variety of sources (Historical interpretations)</li> <li>• Present findings and communicate knowledge and understanding in different ways (Organisation and communication)</li> <li>• Provide an account of a historical event based on more than one source (organisation and communication)</li> </ul>
<p><b>Maya</b></p> <p><b>On Going Skills:</b></p> <ul style="list-style-type: none"> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> </ul> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p> <ul style="list-style-type: none"> <li>• Do they appreciate how historical</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they research a specific event from the past?</li> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> </ul> <p>Can they use a timeline within a specific time in history to set out the order things may have happened?</p> <ul style="list-style-type: none"> <li>• Can they test out a hypothesis in order to</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use dates to order and place events on a timeline (Chronological Understanding)</li> <li>• Understand that the type information available depends on the period of time studied</li> <li>• Evaluate the usefulness of a variety of sources (Historical interpretations)</li> <li>• Compare sources of information available for the study of different time in the past (historical enquiry)</li> <li>• Present findings and communicate knowledge and understanding in different ways (Organisation and communication)</li> </ul>

<p>artefacts have helped us understand more about British lives in the present and past?</p>	<p>answer a question?</p>		<ul style="list-style-type: none"><li>• Provide an account of a historical event based on more than one source (organisation and communication)</li></ul>
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## Year 6: History Overview

Title	Core Skills	Challenge	Target Tracker Statements
<p><b>WWII</b></p> <p><b>On Going Skills:</b></p> <ul style="list-style-type: none"> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they summarise how Britain has had a major influence on world history?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> <li>• Can they identify and explain their understanding of propaganda?</li> <li>• Can they describe a key event from Britain's past using a range of evidence from different sources?</li> <li>• Can they place a specific event on a timeline by decade?</li> <li>• Can they suggest why certain people acted as they did in history?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they suggest why there may be different interpretations of events?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a chronologically secure knowledge and understanding of British, local and world history, establish clear narratives within and across the periods he/she studies</li> <li>• Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• Describe a study of an aspect or a theme in British History that extends pupils' chronological knowledge beyond 1066</li> <li>• Make confident use of a variety of sources for independent research (Historical enquiry)</li> <li>• Use evidence to support arguments (Understanding of events, people and changes)</li> </ul>
<p><b>Non-European Civilisation</b></p> <p><b>On Going Skills:</b></p> <ul style="list-style-type: none"> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</li> </ul>	<ul style="list-style-type: none"> <li>• Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical</li> </ul>

<ul style="list-style-type: none"> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> </ul>		<p>information</p> <ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Make confident use of a variety of sources for independent research (Historical enquiry)</li> <li>• Use evidence to support arguments (Understanding of events, people and changes)</li> </ul>
<p><b>Maya</b></p> <p><b>On Going Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Can they place features of historical events and people from past societies and periods in a chronological framework?</b></li> <li>• <b>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</b></li> <li>• <b>Can they describe features of historical events and people from past societies and periods they have studied?</b></li> <li>• <b>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> <li>• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they pose and answer their own historical questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a chronologically secure knowledge and understanding of British, local and world history, establish clear narratives within and across the periods he/she studies</li> <li>• Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Make confident use of a variety of sources for independent research (Historical enquiry)</li> <li>• Use evidence to support arguments (Understanding of events, people and changes)</li> </ul>