



## History

	Milestone One (Y1 & Y2)	Milestone Two (Y3 & Y4)	Milestone Three (Y5 & Y6)
To investigate a interpret the past	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
<b>To build an overview of world history</b>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts</li> </ul>

	<p>people in the past acted as they did</p>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p>times.</p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<b>To understand chronology</b>	<p>Place events and artefacts in order on a time line.</p> <ul style="list-style-type: none"> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing event</li> </ul>
<b>To communicate historically</b>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament,</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> </ul> </li> </ul>

	<p>democracy, and war and peace.</p>	<ul style="list-style-type: none"> <li>• change</li> <li>• chronology.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> <li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>
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Support – Prior to Milestone One

<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P8</b>	<b>Early Years</b>
<ul style="list-style-type: none"> <li>• <b>Recognise self and other people in pictures of the recent past.</b></li> <li>• <b>Link the passage of time with a variety of indicators.</b></li> <li>• <b>Use single words, signs or symbols to confirm the function of everyday items</b></li> </ul>	<ul style="list-style-type: none"> <li>• Show appreciation of taking part in past events.</li> <li>• Listen and respond to familiar stories about the past.</li> <li>• Begin to communicate about activities and events in the past.</li> <li>• With prompts or support, answer simple questions about</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and make comments about familiar people in pictures of the more distant past.</li> <li>• Communicate some obvious distinctions between past and present experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to communicate some distinctions between the past and present in other people’s lives as well as their own.</li> <li>• Listen to stories about people and events in the past.</li> <li>• Sort objects to given criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate if personal events and objects belong in the past or present.</li> <li>• Begin to use some common words, signs or symbols to indicate the passage of time.</li> <li>• Recount episodes from own past and some details from</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about past and present events in their own life and of family members.</li> <li>• Use everyday language related to time.</li> </ul>

<p><b>from the past.</b></p>	<p>historical artefacts and buildings.</p>			<p>other historical events with prompts.</p> <ul style="list-style-type: none"> <li>• Answer simple questions about historical stories and artefacts</li> </ul>	
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Challenge – Used after Milestone 3 (Taken from KS3 curriculum)

<b>History opportunities</b>	<b>Using evidence to find out about the past</b>	<b>Building an overview of world history</b>	<b>Understanding chronology</b>
<ul style="list-style-type: none"> <li>• <b>The development of Church, state and society in Medieval Britain 1066-1509.</b></li> <li>• <b>The development of Church, state and society in Britain 1509-1745.</b></li> <li>• <b>Ideas, political powers, industry and empire: Britain, 1745-1901.</b></li> <li>• <b>Challenges for Britain, Europe and the wider world 1901 to the present day.</b></li> <li>• <b>A local history study.</b></li> <li>• <b>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.</b></li> <li>• <b>At least one study of a significant society or issue in world history and its interconnections with other world developments.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Sift evidence and select appropriate sources.</li> <li>• Understand the need to use a range of information from a wide variety of sources.</li> <li>• Evaluate the reliability of sources.</li> <li>• Create and test hypotheses, using evidence to make claims.</li> </ul>	<ul style="list-style-type: none"> <li>• Build upon a growing knowledge about the significant people and events that have shaped our nation and the world.</li> <li>• Look at history from different cultural perspectives.</li> <li>• Understand how some of the political, religious, social and economic circumstances that prevail today may be linked to past events throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the changes within and between time periods.</li> <li>• Understand how some changes take centuries whilst others are more rapid and give examples with evidence.</li> </ul>

