



History

Year A: Spring Term 4

Years 1&2 Milestone 1	Years 3&4 Milestone 2	Years 5&6 Milestone 3
<ul style="list-style-type: none"> • Recount changes that have occurred in their own lives. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. <p>Place events, artefacts and historical figures on a time line using dates.</p> <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use sources of evidence to



		<p>deduce information about the past.</p> <ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past.
Year A: Summer Term 5		
Years 1&2 Milestone 1	Years 3&4 Milestone 2	Years 5&6 Milestone 3
<p>Milestones</p> <ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>Milestones</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history • Compare some of the times studied with those of other areas of interest around the world. 	<p>Milestones</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Identify periods of rapid change in history and contrast them with times of relatively little change
Year B: Autumn Term 1		
Years 1&2 Milestone 1	Years 3&4 Milestone 2	Years 5&6 Milestone 3
<p>Milestones</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from 	<p>Milestones</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of 	<p>Milestones</p> <ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children



<p>the past.</p> <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Use dates where appropriate • Recognise that there are reasons why people in the past acted as they did. • 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 • Identify some of the different ways the past has been represented 	<p>the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <ul style="list-style-type: none"> • Use dates and terms to describe events • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events • Use original ways to present information and ideas
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