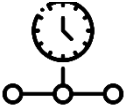




## History Milestones

Knowledge Categories	Big Idea (National Curriculum)	Year R	Years 1 and 2	Years 3 and 4	Years 5 and 6
  <b>Chronology</b>	To understand and develop a secure knowledge of chronology and its effect on history from earliest times to present day.	Talk about past and present events in their own lifetime.	<p>Label timelines with words such as: past, present, older and newer.</p> <p>Recount changes that have occurred in my own life.</p> <p>Place explorative events on a timeline.</p> <p>Place events and some artefacts on a timeline.</p> <p>I can begin to use some dates where appropriate.</p>	<p>Place ages in order of time and understand the meaning of their names.</p> <p>Place artefacts within their correct age. With support, I can use BCE. I can place events, artefacts and historical figure on a timeline using dates.</p> <p>With support, I can use BCE and CE.</p>	<p>Use dates and terms accurately in describing events and people.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Contrast and compare periods of change.</p> <p>Represent with evidence their understanding of the concepts of continuity of change over time.</p>



## Evidence and Interpretation

	<p>To understand how evidence and a range of sources are used to interpret the past.</p>	<p>Identify and know about similarities and differences in relation to places and objects.</p>	<p>Look at sources and ask “What was it like for people?” “What happened?” “What was this used for?” “How long ago?”</p> <p>I can observe or handle some evidence to ask questions about the past.</p> <p>I can begin to explain why evidence can be trusted.</p>	<p>Suggest suitable sources for historical enquiry.</p> <p>Begin to discuss the reliability of sources.</p> <p>Explain how we find prehistoric evidence.</p> <p>Observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>Use sources of evidence to deduce information.</p> <p>Explain that no single source of evidence gives the full answer to questions about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Analyse a wide range of evidence in order to justify claims about the past.</p> <p>Explain that no single source of evidence gives the full answer to questions about the past.</p> <p>With support, refine lines of enquiry as appropriate.</p>
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## Cause and consequence

	<p>Understand historical concepts such as cause and consequence and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Understand the past through settings, characters and events encountered in books and storytelling.</p>	<p>Discuss causes that lead to things changing.</p> <p>Discuss the causes of exploring and what we found out from exploration.</p> <p>Begin to explain why monarchs built castles and what the consequences of these actions were.</p> <p>Explain some reasons why certain technology was manufactured.</p> <p>Recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p>	<p>Suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p> <p>Suggest causes and consequences of some of the main events within Ancient history and use evidence to support my answers.</p> <p>Suggest and evaluate causes and consequences of some of the main events and changes in Britain.</p>	<p>Describe causes of invasion in Britain and what the consequences were.</p> <p>Describe some of the causes and consequences War.</p> <p>Describe the social causes of crime and punishment.</p> <p>Describe the consequences of crimes.</p>
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## Change and continuity

Understand historical concepts such as continuity and change and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Say which things have stayed the same and which things have changed over time.

Describe changes over a period of time.

Describe changes and historical events.

Describe how technology has changed and how it has continued over time.

Describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.

Begin to explain the concept of change over a long period of history.

Explain the concept of change over time and represent this with evidence.

Explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.

I can explain the concepts of continuity and change over time.

I can identify periods of rapid change in history and contrast them with times of relatively little change.

Analyse why these changes happened using terms such as: social, religious, political, cultural and technological.

I can use appropriate historical vocabulary to communicate change and continuity.



## Similarity and difference

Understand historical concepts such as similarity, difference and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

Talk about the lives of people around them describing their similarities and differences.

Use pictures and stories to find out about the past and compare different explorations.

Compare the similarities and differences between different castles.

Use pictures and film footage to find out about technology in the past compared to now.

Identify some of the different ways the past has been represented.

Use artefacts and diary entries to compare similarities and differences.

I can identify some of the different ways the past has been represented.

Describe similarities and differences between the different ages.


Compare the similarities and differences between new and old kingdoms.

Describe the social, ethnic, cultural and religious diversity of the past.

Describe different accounts of a historical event, explaining some of the reasons why the account may differ.



## Historical Significance

<div></div> <div>Historical Significance</div>	Talk about the lives of people around them and their role in society.	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.	Name significant objects from the past.  Name significant explorers from the past.  Begin to talk about key events of a significant king/queen or castle.  Describe and begin to talk about key events of a significant person/time.  Describe significant people and events from the past and explain why they are important.  Name a British monarch.	Suggest suitable sources of evidence to find out about significant people/events.  Suggest suitable sources of evidence for historical enquiries.  Discuss the importance of people and events in time and the significant impact they had on British archaeological thought and society, beginning to use some evidence to prove my discussion (with support).	Describe the social and cultural significance of a past society.  Describe the characteristic features of the past, including ideas and beliefs, attitudes and experiences of men, women and children.  Describe the social, ethnic, cultural or religious diversity of past society.
Vocabulary	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6	
	<b>General Vocabulary:</b> before, after, past, now, same, different, then, old, new	<b>General Vocabulary:</b> significant, past, present, monument, same, different, change, continuity, then, now,	<b>General Vocabulary:</b> archaeologist, artefacts, continuity, significant, chronology	<b>Anglo-Saxons &amp; Vikings:</b> aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native,	



		<p>evidence, archaeologist, modern-day, chronological order, timeline, today, similar, compare, decade, century</p> <p><b>Famous Explorers:</b> explore, explorer, exploration, astronaut, oceanographer, mountaineer</p> <p><b>Great Fire of London:</b> Lord Mayor, fire hook, diary, Samuel Pepys, Christopher Wren, St Paul's Cathedral</p> <p><b>Hospitals &amp; Healthcare:</b> pioneer, discrimination</p> <p><b>Kings, Queens &amp; Castles:</b> king, queen, reign, monarch, coronation, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, sceptre, regal, Battle of</p>	<p><b>Stone Age:</b> agriculture, alloy, beaker, burial, construct, ditch, domestication, excavation, granary, migrate, mine, ore, palisade, preserve, remains, settlement</p> <p><b>Ancient Egypt:</b> archer, bronze, chamber, chariot, Egyptologist, empire, era, expand, hieroglyphs, invade, monarchy, navy, obelisk, polytheistic, prepare, preserve, pyramid, scribe, temple, trade</p> <p><b>Ancient Greece:</b> civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious</p>	<p>pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe</p> <p><b>Ancient Maya:</b> historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajar, comparing, kingdom, abandoned, obsidian, annexe, hostile, invade, trade, port</p> <p><b>World War II:</b> republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee,</p>
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		<p>Hastings, William the Conqueror</p> <p><b>Changes in Technology:</b> technology</p> <p><b>Changes in Toys:</b> favourite</p>	<p><b>The Romans:</b> archer, annexe, civil war, conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic</p> <p><b>Tudors:</b> Monarch, armada, execution, reign, vagrancy, treason, Tower of London, Scold's Bridle, Shakespeare, War of the Roses, inherit, heir, Bosworth, Heresy</p> <p><b>Black History:</b> Windrush, Caribbean, apartheid, discrimination, diversity, Martin Luther King, prejudice, racism, segregation, civil rights</p>	<p>ration, air force, interception, radar, payload, mobilisation, squadron</p> <p><b>Crime &amp; Punishment:</b> crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation</p> <p><b>Shang Dynasty:</b> abundant, artisan, chariot, dynasty, fertile, irrigation, jade, legacy, oracle bones, ore, society, tomb, trading, warfare, Zhou Dynasty</p> <p><b>British Monarchy:</b> Coronation, lineage, Magna Carta, abolish, parliament</p>
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