



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Stone age to iron age</p> <p>Local History Study</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>Study of Roman Empire and its impact on Britain.</p> <p>Early ancient civilisation</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p>	<p>Anglo Saxons and Viking and Scotts.</p> <p>Ancient Greece</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past</p>	<p>Non-European Civilisations</p> <p>Mayan's Islamics or Benin</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propoganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
To build an overview of world	Describe historical events	Recognise that there are reasons why	Describe changes that have happened in the locality of the school	Give a broad overview of life in Britain from ancient until medieval	Compare some of the times studied with those of the other	Describe the characteristic features of the past,



History Milestones MTP



history	and a significant individual.	people in the past acted as they did. Describe locally significant people from the past and a local event.	throughout history. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society.	times	areas of interest around the world.	including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural or religious diversity of past society. A study of a theme in British History eg (Tudor and Stuarts times)
To understand chronology	Label time lines with words or phrases such as: past, present, older and newer. Place events and artefacts in order on a time line.	Recount changes that have occurred in their own lives. Use dates where appropriate.	Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events.	Understand the concept of change over time, representing this, along with evidence, on a time line.	Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.	Identify periods of rapid change in history and contrast them with times of relatively little change. 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.
To communicate historically	Use words and phrases	Show an understanding of the concept of	Begin to use appropriate historical vocabulary to communicate,	Use appropriate historical vocabulary to communicate,	Begin to use appropriate historical vocabulary to communicate,	Use appropriate historical vocabulary to communicate,



History Milestones MTP



	<p>such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>nation and a nation's history.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Begin to use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Begin to use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p>	<p>including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p>
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