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|  | **Milestone 1 (Y1 & Y2)** | **Milestone 2 (Y3 & Y4)** | **Milestone 3 (Y5 & Y6)** |
| To investigate and interpret the past | • 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?  • Use artefacts, pictures, stories, online sources and databases to find out about the past.  • Identify some of the different ways the past has been represented. | • 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.  • 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. | • Use sources of evidence to deduce information about the past.  • Select suitable sources of evidence, giving reasons for choices.  • Use sources of information to form testable hypotheses about the past.  • 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 that no single source of evidence gives the full answer to questions about the past.  • Refine lines of enquiry as appropriate. |
| To build an overview of world history | • Describe historical events.  • Describe significant people from the past.  • Recognise that there are reasons why people in the past acted as they did. | • Describe changes that have happened in the locality of the school throughout history.  • Give a broad overview of life in Britain from ancient until medieval times.  • 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.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | • 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.  • 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.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| To understand chronology | • Place events and artefacts in order on a time line.  • Label time lines with words or phrases such as: past, present, older and newer.  • 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.  • Understand the concept of change over time, representing this, along with evidence, on a time line.  • Use dates and terms to describe events. | • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Identify periods of rapid change in history and contrast them with times of relatively little change.  • 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. |
| To communicate historically | • 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.  • 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. | • Use appropriate historical vocabulary to communicate, including:      • 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 appropriate historical vocabulary to communicate, including:   |  |  | | --- | --- | | * dates | * time period | | * era | * chronology | | * continuity | * change | | * century | * decade | | * legacy. |  |   • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.  • Use original ways to present information and ideas. |
|  | **Milestone 1 (Y1 & Y2)** | **Milestone 2 (Y3 & Y4)** | **Milestone 3 (Y5 & Y6)** |