

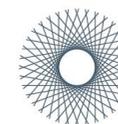
EYFS – Nursery and Reception

Within the EYFS History is taught within the *Understanding the world* area of learning.

Able to talk about past and present events in their own lives and in the lives of family members.

Understand that other children don't always enjoy the same things, and are sensitive to this.

Understand that there are similarities and differences between themselves and others, and among families, communities and traditions.



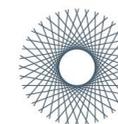
Year 1 History Milestones and Curriculum Coverage

YEAR 1 Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically	Historical Content
<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>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: Past, Present, Older and newer.</p>	<p>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.</p>	<p>Changes in living memory- where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods e.g. William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parkes and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.</p>



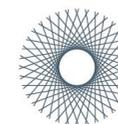
Year 2 History Milestones and Curriculum Coverage

YEAR 2 Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically	Historical Content
<p>Identify some of the different ways the past has been represented.</p> <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>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p>	<p>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.</p> <p>Show an understanding of the concept of 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>Events beyond living memory that are significant nationally or globally. For example, the Great Fire of London or events commemorated through festivals or anniversaries.</p> <p>Changes in living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods for example Christopher Columbus and Neil Armstrong.</p> <p>Significant historical events, people and places in their own locality.</p>



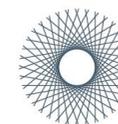
Year 3 History Milestones and Curriculum Coverage

YEAR 3 Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically	Being a Historian	Historical Content
<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>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Describe changes that have happened in the locality of the school throughout history.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <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. 	<p>Being a Historian</p> <p>Develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of resources.</p> <p>Overview and depth studies to aid understanding of the long arc of development and complexity of aspects of the content.</p>	<p>Historical Content</p> <p>A local History Study-linked to one of the British areas studied.</p> <p>Changes in Britain from the Stone Age to the Iron Age. This could include: Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae; Bronze Age religion, technology and travel e.g. Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>The achievements of the earliest civilisations- overview of where and when the earliest civilisations appeared and a depth study of Ancient Sumer.</p>



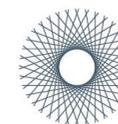
Year 4 History Milestones and Curriculum Coverage

YEAR 4 Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically	<i>Being a Historian</i>	<i>Historical Content</i>
<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. 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>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <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. 	<p><i>Being a Historian</i></p> <p>Develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of resources.</p> <p>Overview and depth studies to aid understanding of the long arc of development and complexity of aspects of the content.</p>	<p><i>Historical Content</i></p> <p>The achievements of the earliest civilisations- an overview of where and when the earliest civilisations appeared and a depth study of one of the following: Ancient Egypt.</p> <p>Ancient Greece- a study of Greek life and achievements and their influence on the western world.</p> <p>The legacy of Greek culture (art, architecture or literature) on later periods in British history including the present day.</p>



Year 5 History Milestones and Curriculum Coverage

YEAR 5 Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically	<i>Being a Historian</i>	<i>Historical Content</i>
<p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Refine lines of enquiry as appropriate.</p>	<p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Identify continuity and change in the history of the locality of the school.</p>	<p>Describe the main changes in a period of history.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <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 informatio n about the past. • Use original ways to present information and ideas. 	<p><i>Being a Historian</i></p> <p>Develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of resources.</p> <p>Overview and depth studies to aid understanding of the long arc of development and complexity of aspects of the content.</p>	<p><i>Historical Content</i></p> <p>A local History Study linked to area of study.</p> <p>The Roman Empire and its impact on Britain.</p> <p>Britain’s settlement by Anglo-Saxons and Scots including Roman withdrawal from Britain in c.AD410 and the fall of the western Roman Empire; Anglo Saxon invasions, settlements and kingdoms; Anglo-Saxon art and culture.</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the confessor</p> <p>A non-European society that provides contrasts with British History, including a study of Mayan Civilisation c.AD 900</p>



Year 6 History Milestones & Curriculum Coverage

YEAR 6 Investigate/interpret the past	Build an overview of world history	Understand chronology	Communicate historically	<i>Being a Historian</i>	<i>Historical Content</i>
<p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Refine lines of enquiry as appropriate</p>	<p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain from medieval until the Tudor and Stuart times.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Use appropriate historical vocabulary to communicate, 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> <p>• Use original ways to present information and ideas.</p>	<p><i>Being a Historian</i></p> <p>Develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of resources.</p> <p>Overview and depth studies to aid understanding of the long arc of development and complexity of aspects of the content.</p>	<p><i>Historical Content</i></p> <p>A local History Study over time tracing how several aspects of national history are reflected in the locality.</p> <p>A study of an aspect or theme in British History that extends Pupils Chronological knowledge beyond 1066.</p> <p>Examples: the changing power of Monarchs; a significant turning point in British History. (Tudors, Victorians, War in Watford).</p>