

History Milestones 2019-20

Key Objectives	Milestone 1	Milestone 2	Milestone 3	Milestone 4
	By the end of Reception	By the end of Year 2	By the end of Year 4	By the end of Year 6
To investigate and interpret British history	<p>Understanding the world: People and communities</p> <p>Early Learning Goal</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>To find out about changes within living memory (<i>linked to aspects of change in national life</i>)</p> <p>To know about significant national events beyond living memory (<i>eg Great Fire of London</i>)</p> <p>To have studied the lives of significant individuals in Britain's past who have contributed to our nation's achievements - <i>scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</i></p>	<p>To know about changes in Britain from the Stone Age to the Iron Age. (<i>eg bronze age religion – Stonehenge</i>) y3</p> <p>To study the Roman Empire and its impact on Britain y4</p> <p>To carry out a depth study of an aspect of the local history or how a locality has changed over time (<i>beyond 1066</i>) y4</p>	<p>To have knowledge of Britain's settlement by Anglo-Saxons and Scots</p> <p>(<i>eg. Anglo Saxon invasions, settlements, kingdoms, art and culture</i>) y5</p> <p>Y5</p> <p>To study an aspect or theme in British history beyond 1066. (<i>eg WWII</i>)</p>
To build an overview of world history	as above	To know about events beyond living memory globally (<i>eg first aeroplane flight</i>)	<p>To know about the achievements of early civilizations <i>eg Ancient Egypt, The Indus Valley</i> y3</p> <p>To study Ancient Greece and their influence on the western world y4</p>	To study one contrasting non European society <i>eg Mayan civilization</i> y5
To understand chronology	as above	<p>To place events and artefacts in order on a time-line.</p> <p>To label time lines with words or phrases such as: past, present, older and newer.</p> <p>To recount changes that have occurred in their own lives.</p>	<p>To place events, artefacts and historical figures on a time-line using dates.</p> <p>To understand the concept of change over time, representing this, along with evidence, on a time-line.</p>	<p>To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>To identify periods of rapid change in history and contrast them with times of relatively little change.</p>

		<p>To use dates where appropriate.</p> <p>To understand the concept of change over time, representing this, along with evidence, on a time-line.</p>	<p>To use dates and terms to describe events.</p>	<p>To understand the concepts of continuity and change over time, representing them, along with evidence, on a time-line.</p> <p>To use dates and terms accurately in describing events.</p>
<p>To communicate historically</p>	<p>as above</p>	<p>To 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>To show an understanding of the concept of nation and a nation's history.</p> <p>To show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>To use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>To 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>To use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>To use original ways to present information and ideas.</p>