



## History End of Year Milestones

2022-23

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>  (Chr)	<ul style="list-style-type: none"> <li>• (Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events within their lifetime.</li> <li>• Match objects with people of different ages.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence artefacts which are closer together in time.</li> <li>• Sequence photographs of events within their life.</li> <li>• Use comparative words like older and newer or past and present</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence several events and artefacts across the periods studied this year.</li> <li>• Start using timelines which go beyond their period studied</li> <li>• Use dates and terms related to their periods studied and the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence a range of events and artefacts from time periods studied to date.</li> <li>• Use timelines and begin to compare events placed on it.</li> <li>• Understand more complex terms of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence and compare a range events and artefacts across different time periods.</li> <li>• Use timelines with varying scales depending on the events being shown.</li> <li>• Use and understand more complex terms of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence and compare a comprehensive range of periods and events studied.</li> <li>• Use timelines with carrying scales which show overlapping periods and eras.</li> <li>• Use a diverse range of chronological vocabulary.</li> </ul>
<b>Historical Knowledge and understanding</b>  (Kn)	<ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present.</li> <li>• Recount stories from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some important historical figures and what they did.</li> <li>• Talk about how some events in the past have affected their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some important historical events and their importance.</li> <li>• Recognise the difference between different periods studied and compare to their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources and evidence to reconstruct life in the past.</li> <li>• Know important figures in the past and the reasons for their actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the causes and consequences of periods studied.</li> <li>• Discuss the wider impact of key figures and how their actions could have led to other ends.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the impact of key events both locally and globally for periods studied.</li> <li>• Recall and explain past events using knowledge and evidence to support them.</li> </ul>



<p>Interpretations of History</p> <p>(Int)</p>	<ul style="list-style-type: none"><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li></ul>	<ul style="list-style-type: none"><li>• Understand the difference between facts and memories.</li><li>• Distinguish between fact and fiction.</li></ul>	<ul style="list-style-type: none"><li>• Begin to ask questions to explore the reliability of images and stories.</li><li>• Compare different opinions of people in the past.</li></ul>	<ul style="list-style-type: none"><li>• Distinguish between difference sources across time periods.</li><li>• Give reasons for why the past is interpreted in different ways.</li><li>• Identify different ways in which the past is represented.</li></ul>	<ul style="list-style-type: none"><li>• Look at a range of evidence and sources and talk about their reliability.</li><li>• Begin to evaluate the usefulness of sources.</li><li>• Suggest ideas why there are different interpretations of the past.</li></ul>	<ul style="list-style-type: none"><li>• Compare accounts of events from different sources, referring to their reliability and purpose.</li><li>• Find answers about the past by choosing evidence and discounting others.</li></ul>	<ul style="list-style-type: none"><li>• Consider ways of checking the reliability of sources.</li><li>• Become more aware that different evidence will lead to different conclusions.</li><li>• Find connections between sources.</li></ul>
<p>Historical enquiry</p> <p>(Enq)</p>	<ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li></ul>	<ul style="list-style-type: none"><li>• Ask simple questions about given artefacts.</li><li>• Find the answers to simple questions about artefacts observed.</li></ul>	<ul style="list-style-type: none"><li>• Make observations to answer questions about artefacts.</li><li>• Discuss different possible answers for questions about artefacts or events.</li></ul>	<ul style="list-style-type: none"><li>• Use a range of sources to find out about the past.</li><li>• Observe small details within an artefact and create their own enquiry questions.</li></ul>	<ul style="list-style-type: none"><li>• Use different evidence and sources to build their own picture of the past.</li><li>• Ask questions as to an artefact's purpose.</li><li>• Understand the difference between primary and secondary sources.</li></ul>	<ul style="list-style-type: none"><li>• Suggest different purposes for artefacts using evidence to support them.</li><li>• Choose and use different evidence and sources to build their own picture of the past.</li><li>• Identify primary and secondary sources.</li></ul>	<ul style="list-style-type: none"><li>• Bring together a range of evidence of their choice to form their own account of a part of history.</li><li>• Speculate and form a hypothesis about an artefact or event.</li></ul>
<p>Organisation and communication</p> <p>(Com)</p>	<ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Express their ideas and feelings about their experiences using full sentences, including use of past,</li></ul>	<ul style="list-style-type: none"><li>• Shows knowledge and understanding of the past in simple, different ways.</li></ul>	<ul style="list-style-type: none"><li>• Describes and writes about things which happened in the past.</li><li>• Uses labels and diagrams to tell others.</li></ul>	<ul style="list-style-type: none"><li>• Uses speaking and writing skills to present findings to others.</li><li>• Decides on own labels and diagrams to share information with others.</li></ul>	<ul style="list-style-type: none"><li>• Uses a range of skills when presenting information and findings to others.</li><li>• Uses their knowledge and understanding when communicating ideas about the past.</li></ul>	<ul style="list-style-type: none"><li>• Presents information in a structured and organised way using a range of skills.</li><li>• Selects information to share with others and presents it in a suitable format.</li></ul>	<ul style="list-style-type: none"><li>• Presents information in an organised and clearly structured way.</li><li>• Selects information to share using a format of their own choice.</li><li>• Provides reasoning for their choice of certain information.</li></ul>



	present and future tenses and making use of conjunctions, with modelling and support from their teacher.						
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