



History End of Year Milestones

2024-2025

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology (Chr)	<ul style="list-style-type: none"> • (Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • Sequence events within their lifetime. • Match objects with people of different ages. 	<ul style="list-style-type: none"> • Sequence artefacts which are closer together in time. • Sequence photographs of events within their life. • Use comparative words like older and newer or past and present 	<ul style="list-style-type: none"> • Sequence several events and artefacts across the periods studied this year. • Start using timelines which go beyond their period studied • Use dates and terms related to their periods studied and the passing of time. 	<ul style="list-style-type: none"> • Sequence a range of events and artefacts from time periods studied to date. • Use timelines and begin to compare events placed on it. • Understand more complex terms of time. 	<ul style="list-style-type: none"> • Sequence and compare a range events and artefacts across different time periods. • Use timelines with varying scales depending on the events being shown. • Use and understand more complex terms of time. 	<ul style="list-style-type: none"> • Sequence and compare a comprehensive range of periods and events studied. • Use timelines with carrying scales which show overlapping periods and eras. • Use a diverse range of chronological vocabulary.
Historical Knowledge and understanding (Kn)	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Recognise the difference between past and present. • Recount stories from the past. 	<ul style="list-style-type: none"> • Know some important historical figures and what they did. • Talk about how some events in the past have affected their lives. 	<ul style="list-style-type: none"> • Know some important historical events and their importance. • Recognise the difference between different periods studied and compare to their own lives. 	<ul style="list-style-type: none"> • Use a range of sources and evidence to reconstruct life in the past. • Know important figures in the past and the reasons for their actions. 	<ul style="list-style-type: none"> • Know the causes and consequences of periods studied. • Discuss the wider impact of key figures and how their actions could have led to other ends. 	<ul style="list-style-type: none"> • Know the impact of key events both locally and globally for periods studied. • Recall and explain past events using knowledge and evidence to support them.
Interpretations of History (Int)	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences 	<ul style="list-style-type: none"> • Understand the difference between facts and memories. • Distinguish between fact and fiction. 	<ul style="list-style-type: none"> • Begin to ask questions to explore the reliability of images and stories. • Compare different opinions of people in the past. 	<ul style="list-style-type: none"> • Distinguish between difference sources across time periods. • Give reasons for why the past is interpreted in different ways. • Identify different ways in which the 	<ul style="list-style-type: none"> • Look at a range of evidence and sources and talk about their reliability. • Begin to evaluate the usefulness of sources. • Suggest ideas why there are different 	<ul style="list-style-type: none"> • Compare accounts of events from different sources, referring to their reliability and purpose. • Find answers about the past by choosing evidence and discounting others. 	<ul style="list-style-type: none"> • Consider ways of checking the reliability of sources. • Become more aware that different evidence will lead to different conclusions. • Find connections between sources.



	and what has been read in class.			past is represented.	interpretations of the past.		
Historical enquiry (Enq)	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> Ask simple questions about given artefacts. Find the answers to simple questions about artefacts observed. 	<ul style="list-style-type: none"> Make observations to answer questions about artefacts. Discuss different possible answers for questions about artefacts or events. 	<ul style="list-style-type: none"> Use a range of sources to find out about the past. Observe small details within an artefact and create their own enquiry questions. 	<ul style="list-style-type: none"> Use different evidence and sources to build their own picture of the past. Ask questions as to an artefact's purpose. Understand the difference between primary and secondary sources. 	<ul style="list-style-type: none"> Suggest different purposes for artefacts using evidence to support them. Choose and use different evidence and sources to build their own picture of the past. Identify primary and secondary sources. 	<ul style="list-style-type: none"> Bring together a range of evidence of their choice to form their own account of a part of history. Speculate and form a hypothesis about an artefact or event.
Organisation and communication (Com)	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> Shows knowledge and understanding of the past in simple, different ways. 	<ul style="list-style-type: none"> Describes and writes about things which happened in the past. Uses labels and diagrams to tell others. 	<ul style="list-style-type: none"> Uses speaking and writing skills to present findings to others. Decides on own labels and diagrams to share information with others. 	<ul style="list-style-type: none"> Uses a range of skills when presenting information and findings to others. Uses their knowledge and understanding when communicating ideas about the past. 	<ul style="list-style-type: none"> Presents information in a structured and organised way using a range of skills. Selects information to share with others and presents it in a suitable format. 	<ul style="list-style-type: none"> Presents information in an organised and clearly structured way. Selects information to share using a format of their own choice. Provides reasoning for their choice of certain information.