

## History Milestones Broken down into Year Groups

	Milestone 1	In Year 1	In Year 2
To investigate and interpret the past	<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>Identify some of the different ways the past has been represented.</p>	<ul style="list-style-type: none"> <li>Looking at pictures of England and find similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Topic of Great fire of London – look at the way of life and how it was different?</li> <li>What happened to have an impact on modern day life – house materials</li> </ul>
To understand chronology	<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>Recount changes that have occurred in their own lives.</p>	Changes in ourselves from birth	<p>Great fire of London</p> <p>Crimean War</p> <p>Gunpowder plot</p> <p>The first flight – Wright brothers.</p>
To build an overview of world history	<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>Use dates where appropriate</p>	<p>Neil Armstrong</p> <p>Mary Anning</p>	<p>Samuel Pepys</p> <p>Mary Seacole</p> <p>Florence Nightingale</p> <p>Edith Cavell</p> <p>Guy Fawkes</p>
To communicate historically	<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 concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	Look at timelines.	<p>Gunpowder plot</p> <p>Crimean War</p>

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	Milestone 2	In Year 3	In Year 4
To investigate and interpret the past	<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 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.</p>	<p>Look at artefacts (Roman and Egyptian) to ask questions about the past.</p> <p>Be able to identify the range of evidence available and how to use them to investigate life in the past.</p> <p>Use of internet, books, newspapers, articles, historical maps to gain a deeper understanding of Roman, and African times.</p> <p>Investigate the account of Boudicca invasion of the UK.</p> <p>Investigate some of influences that the Romans brought to the United Kingdom: socks, straight roads, Hadrian's Wall.</p>	<p>Ask questions about how people live in Prehistoric Britons.</p> <p>Be able to identify the range of evidence available and how to use them to investigate life in the past.</p> <p>Use of internet, books, newspapers, articles, historical maps to gain a deeper understanding of life in the Aztecs.</p> <p>Investigate how the modern Olympics has changed over time and why.</p> <p>Investigate the impact of the modern day Olympics including the introduction of the Paralympics.</p>
To understand chronology	<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>Events in Egyptian history placed on a timeline.</p> <p>Nelson Mandela and Apartheid and how this movement shaped history.</p> <p>AS ABOVE</p>	<p>Prehistoric Britain – the changes that took place from the Stone Age to the Iron Age.</p> <p>Modern-day Olympic Timeline and understanding how the Olympics have transformed since 1896.</p> <p>AS ABOVE</p>
To build an overview of world history	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p>	<p>Developing and investigating life in the Roman times.</p> <p>Compare Ancient Egypt to Egypt today as a holiday destination.</p>	<p>Identify changes in school since the school was built using log books and old photos (if applicable).</p> <p>Investigating life in Pre-historic Britain.</p> <p>Compare the Aztecs to modern day Mexico as a holiday destination.</p>

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	<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>Mummification and the preparation of the body in Ancient Egypt.</p> <p>Compare and contrast a village in Africa and a village in the United Kingdom (Wymington) looking into the education system.</p>	<p>Investigate into life in Prehistoric Britain.</p>
<p>To communicate historically</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Throughout learning about:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>• Africa</li> <li>• The Romans</li> </ul>	<p>Throughout learning about:</p> <ul style="list-style-type: none"> <li>• Prehistoric Britain</li> <li>• Aztecs</li> <li>• Olympics</li> </ul>

	<b>Milestone 3</b>	<b>In Year 5</b>	<b>In Year 6</b>
<p>To investigate and interpret the past</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims 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>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>	<ul style="list-style-type: none"> <li>• Viking day – looking at artefacts.</li> <li>• Comparing internet sources and books.</li> </ul> <p>- Books, artefacts and a wide range of websites.</p>	<ul style="list-style-type: none"> <li>- Horrible history episodes</li> <li>- WW2 Posters – comparing internet sources and books.</li> </ul> <p>- Books, artefacts and a wide range of websites.</p> <p>Code breakers – war posters about not sharing.</p> <ul style="list-style-type: none"> <li>• Trip to Bletchley Park – hard evidence compared to research</li> </ul>

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<p>To understand chronology</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>	<ul style="list-style-type: none"> <li>- Vikings – gods and Christianity</li> </ul>	<p>UK- Wars – Short time period compared to Vikings, Tudors Etc.</p> <ul style="list-style-type: none"> <li>- As Above</li> </ul>
<p>To build an overview of world history</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 Stuarts times.</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>	<ul style="list-style-type: none"> <li>-Compare Vikings, Greeks and Chinese</li> <li>-As above but focus on ethnic and cultural</li> <li>Greeks – voting, education and military service.</li> </ul>	<ul style="list-style-type: none"> <li>- Code breakers – how St. Lawrence was affected by WW2</li> <li>- World Wars – focus on social and religious</li> </ul>
<p>To communicate historically</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<p><u>Greeks</u></p> <ul style="list-style-type: none"> <li>-Timeline of Ancient Greece</li> <li>-Battle of Marathon</li> <li>-Athens and Sparta</li> </ul> <p>Vikings</p> <ul style="list-style-type: none"> <li>- Looking at artefacts and submerge into Viking way of life</li> <li>- Battle of Hastings – How the Viking Era ended</li> </ul> <p>China</p> <ul style="list-style-type: none"> <li>-Shang dynasty</li> <li>-Genghis Khan- his invasion- Great Wall of China</li> </ul>	<p>UK</p> <ul style="list-style-type: none"> <li>-British History timeline</li> <li>-Horrible Histories episode – choose an event from UK history and create an episode that will be recorded.</li> <li>Codebreakers</li> <li>-Bletchley Park trip</li> <li>-Enigma machine Alan Turing – Who and what he did.</li> <li>-break codes</li> <li>-Wymington – secret garden</li> <li>St. Lawrence – old school logs.</li> </ul>