



History End of Year Milestones



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Sequences events within their lifetime and beyond (up to 100 years, intervals of 10).</p> <p>Matches objects (e.g. toys) to people of different ages.</p> <p>Uses words and phrases: old, new, young, days and months.</p>	<p>Puts people, events or objects in order using a given scale, beyond 100 years.</p> <p>Uses comparative words like older or newer or past and present.</p>	<p>Uses timelines to place events in order.</p> <p>Sequences several events and artefacts across the periods studied this year.</p> <p>Understands a timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p>Sequences a range of events and artefacts from time periods studied to date.</p> <p>Begins to appreciate length of time for different periods.</p> <p>Creates timelines with intervals of 10/100/1000 years.</p> <p>Understands more complex terms of time.</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Begins to design own timelines to sequence events learned.</p> <p>Identifies changes within and across historical periods.</p> <p>Uses and understands more complex terms of time.</p>	<p>Creates own timelines to place, sequence and compare events, periods and cultural movements, showing overlapping periods and eras.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Uses a diverse range of chronological vocabulary.</p>

<p style="text-align: center;">Historical Understanding</p>	<p>Recognises the difference between past and present in own and other people's lives.</p> <p>Recounts stories from the past.</p>	<p>Uses information to describe the past, including differences between then and now.</p> <p>Knows some important historical figures and what they did.</p> <p>Uses evidence to explain reasons why people in the past acted as they did.</p>	<p>Uses evidence to describe the past: houses and settlements; culture and leisure activities; clothes and way of life; actions of people; buildings and their uses; beliefs and attitudes; things of importance to people; differences between the lives of rich and poor.</p> <p>Uses evidence to find out how any of these may have changed during a time periods.</p> <p>Describes similarities and differences between people, events and objects and can show these changes on a timeline.</p>	<p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of important to people, ways of life, beliefs and attitudes may have occurred during a time periods.</p> <p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p> <p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Makes links between some features of past societies.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religions and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of the above may have changed during a time period, giving own reasons why changes may have occurred, backed up with evidence. Shows these changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied, including how some changes affect life today.</p>
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**Interpretations
of History**

Understands the difference between facts and memories.

Distinguishes between facts and fiction.

Begins to identify and recount some details from the past from sources (e.g. pictures and stories).

Begins to ask questions to explore the reliability of images and stories.

Compares different opinions of people in the past.

Understands why some people in the past did things.

Distinguishes between different sources across time periods.

Identifies different ways in which the past is represented and gives reasons for why the past is interpreted in different ways.

Looks at two versions of the same event and identifies differences in the accounts.

Looks at a range of evidence and sources and talk about their reliability.

Begins to evaluate the usefulness of sources.

Suggests ideas and reasons why there are different interpretations of the past.

Compares accounts of events from different sources, referring to their reliability and purpose.

Knows that people (now and in the past) can represent events or ideas in ways that persuade others.

Give clear reasons why there may be different accounts of history.

Find answers about the past by choosing evidence and discounting others.

Becomes more aware that different evidence will lead to different conclusions.

Suggests accurate and plausible reasons for how/why aspects of the past have been represented in different ways.

Considers ways of checking the reliability of sources.

Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.

**Historical
Enquiry**

Asks simple questions about given artefacts.

Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)

Makes observations to answer questions about artefacts.

Asks and answers questions such as 'what was it like for a...?', 'what happened in the past?', 'how long ago did that happen?'

Uses a range of sources to find out about the past.

Asks questions such as 'how did people...?', 'what did people do for...?'

Suggests sources of evidence from a selection provided to use to help answer questions.

Understands the difference between primary and secondary sources of evidence.

Uses different evidence and sources to build their own picture of the past.

Asks questions such as 'what was it like for a ... during ...?'

Suggests sources of evidence to help answer questions.

Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Asks a range of questions about the past.

Chooses reliable sources of evidence to answer the questions.

Realises that there is often not a single answer to historical questions.

Identifies and uses different sources of information and artefacts.

Evaluates the usefulness and accuracy of different sources of evidence.

Selects the most appropriate source of evidence for particular tasks.

Forms own opinions about historical events from a range of sources.

<p style="text-align: center;">Organisation and Communication</p>	<p>Shows knowledge and understanding about the past in different and simple ways (e.g. role play, drawing, writing and talking).</p>	<p>Describes objects, people and events. Uses labels and diagrams to tell others.</p> <p>Writes simple stories and recounts about the past.</p>	<p>Uses speaking and writing skills to present findings to others.</p> <p>Discusses different ways of presenting information for different purposes.</p> <p>Uses dates and terms with increasing accuracy.</p>	<p>Presents findings about the past using speaking, writing, maths (data handling) and Computing skills.</p> <p>Discusses the most appropriate way to present information, considering the audience.</p> <p>Uses dates and terms correctly.</p>	<p>Presents information in a structured and organised way using a range of skills.</p> <p>Selects information to share with others and presents it in a suitable format.</p> <p>Uses dates and terms accurately.</p>	<p>Presents information in an organised and clearly structured way, making use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (e.g. written explanation, tables and charts, labelled diagram) for the audience.</p> <p>Makes accurate use of specific dates and terms.</p>
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