

History End of Year Milestones

	Nursery	Reception	Year 1	Year 2	Year 3-5	Year 6
Chronology	<p>Is aware of some simple everyday vocabulary related to time.</p> <p>Can order events from a familiar story.</p>	<p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p> <p>Able to identify some of the changes they have been through in their own life.</p>	<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>Please see attached Grammasaurus milestones. Currently adopting new curriculum resources across these year groups</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>
Historical Understanding	<p>Knows about similarities and differences between themselves and others.</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities and traditions.</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>Chooses reliable sources of factual evidence to describe aspects of the past, for example: 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>

Interpretations of History	<p>Can make simple observations about how things have changed in a familiar context, e.g. weather, seasons and themselves.</p>	<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Looks closely at similarities, differences, patterns and change.</p>	<p>Understands the difference between facts and memories.</p> <p>Distinguishes between facts and fiction.</p> <p>Begins to identify and recount some details from the past from sources (e.g. pictures and stories).</p>	<p>Begins to ask questions to explore the reliability of images and stories.</p> <p>Compares different opinions of people in the past.</p> <p>Understands why some people in the past did things.</p>	<p>Becomes more aware that different evidence will lead to different conclusions.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented in different ways.</p> <p>Considers ways of checking the reliability of sources.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
Historical Enquiry	<p>Demonstrates curiosity in both familiar and new environments, asking questions to explore these.</p>	<p>Talks about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Asks simple questions about given artefacts.</p> <p>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)</p>	<p>Makes observations to answer questions about artefacts.</p> <p>Asks and answers questions such as 'what was it like for a...?', 'what happened in the past?', 'how long ago did that happen?'</p>	<p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accuracy of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>
Organisation and Communication	<p>Talks about events in short time scale, e.g. 'This morning we...' or 'At the weekend I...'</p>	<p>Talk about past and present events in their own lives and the lives of family members.</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>Beginning to use dates to explain different time periods.</p>	<p>Presents information in an organised and clearly structured way, making use of different ways of presenting information.</p> <p>Selects the most appropriate way of presenting information (e.g. written explanation, tables and charts, labelled diagram) for the audience.</p> <p>Makes accurate use of specific dates and terms.</p>