

Minchinhampton C of E Primary Academy Milestones – HISTORY

Subject	Subject specifics	By the end of KS1	By the end of LKS2	By the end of UKS2
History	Chronology	<ul style="list-style-type: none"> ● Be able to order key events within living memory and the 20th century ● R/Y1: All About Me; Helen Sharman (Astro Girl); the history of cows grazing on the Common ● Y2: The First Flight (Wright Brothers); the life of Wangari Maathai ● Identify similarities/differences between periods events/objects/people ● Know where people, places and events fit within a chronological framework ● Use dates where appropriate 	<ul style="list-style-type: none"> ● Begin to be able to place events, people and changes into different periods of time ● Y3/4: Tutankhamun and Howard Carter; Roman Britain (local history); The Vikings ● Use dates to place events from periods studied on timeline ● Place current study on timeline in relation to other and previous studies 	<ul style="list-style-type: none"> ● Be able to place events, people and changes within a chronological framework ● Y5/6: The Maya and Aztecs; World War 2; the Bronze Age (local history), in wider context of Stone Age and Iron Age ● Use the chronological framework of British history – e.g. Stone Age to present day ● Place current study on timeline in relation to other and previous studies ● Note trends over time ● Establish clear narratives within and across periods of study ● Make links between different times in the past noting connections and contrasts over time
	Historical Terms	<ul style="list-style-type: none"> ● Use wide vocab of everyday historical terms such as evidence, and the passing of time: in the past, last week, last/previous century, parents, grandparent, 100 years ago 	<ul style="list-style-type: none"> ● Use terms related to the period and begin to date events ● Begin to understand more complex terms e.g. primary source, secondary source, artefact, chronological, BC/AD or BCE/CE ● Begin to use abstract terms e.g. empire, dynasty, kingdom, civilisation etc. 	<ul style="list-style-type: none"> ● Use dates and terms and conventions appropriately – e.g. era, time period, prehistoric, BC/AD or BCE/CE etc. ● Understand more complex terms e.g. primary source, secondary source, artefact, chronological, reliability, bias and propaganda
	Interpretation	<ul style="list-style-type: none"> ● Select information about places from evidence: photographs, texts etc ● Ask questions such as, What was it like for people? How long ago? 	<ul style="list-style-type: none"> ● Look at the sources available ● Identify and give reasons for different ways in which the past is represented 	<ul style="list-style-type: none"> ● Use primary and secondary sources to deduce information about the past. ● Be aware that different evidence will lead to different conclusions

		<ul style="list-style-type: none"> ● Compare pictures or photographs of people or events in the past ● Discuss reliability of photos/accounts/stories ● Identify different ways the past is represented 	<ul style="list-style-type: none"> ● Distinguish between different sources – compare different versions of the same story ● Begin to evaluate the usefulness of different sources ● Ask and begin to answer a variety of questions about the past 	<ul style="list-style-type: none"> ● Show an awareness of the concept of propaganda and how historians need to understand the social context of evidence studied ● Understand and explain how and why some historical events, people, situations and changes have been interpreted differently and give reasons why ● Be able to analyse and evaluate these interpretations explaining and justifying reasons
	Historical Enquiry	<ul style="list-style-type: none"> ● Know how to find out about the past from a range of evidence e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc. ● Choose and use parts of stories and other sources to show that they know and understand key features of events 	<ul style="list-style-type: none"> ● Use a range of sources to build up a picture of a past event ● Choose relevant material to present a picture of one aspect of life in the past 	<ul style="list-style-type: none"> ● Use a range of primary and secondary sources to find out about an aspect of time past ● Collect and record information and draw conclusions ● Suggest omissions and the means of finding out
	Continuity and Change	<ul style="list-style-type: none"> ● Identify differences between life in the present and life in the past and give reasons for these differences 	<ul style="list-style-type: none"> ● Describe and make links between different events, changes and situations within a period/society 	<ul style="list-style-type: none"> ● Describe and make links between main events, changes and situations within and across different periods and societies
	Significance	<ul style="list-style-type: none"> ● Explain who was important in a period/context giving reasons 	<ul style="list-style-type: none"> ● Describe and use sources of information to explain the contribution made of particular people, events and developments 	<ul style="list-style-type: none"> ● Explain the legacy of a significant person, people, events and developments