

HISTORY MILESTONES

	YEAR 1	Year 2	Year 3	Year 4	Year 5	Year 6
HISTORICAL KNOWLEDGE	<p>Identify relevant features of particular historical themes, events and people from family, local, national and global history</p> <p>depict on a timeline the sequence of a few objects and/or pieces of information</p> <p>use a number of everyday time terms, e.g. 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'</p>	<p>briefly describe features of particular themes, events and people from family, local, national and global history</p> <p>sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people</p> <p>understand securely and use a wider range of time terms</p>	<p>identify details from several themes, societies, events and significant people covered in local, national and global history</p> <p>sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms</p>	<p>Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people</p> <p>sequence a number of the most significant events, objects, themes, societies, periods and people in topics using some dates, period labels and terms</p>	<p>understand some features associated with themes, societies, people and events</p> <p>sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms</p>	<p>provide overviews of the most significant features of different themes, individuals, societies and events covered</p> <p>sequence with independence the key events, objects, themes, societies and people in topics covered using dates, period labels and terms</p>
HISTORICAL CONCEPTS/ UNDERSTANDING	<p>identify a few similarities, differences and changes occurring within a particular topic</p>	<p>identify independently a range of similarities, differences and changes within a specific time period</p> <p>identify a few relevant</p>	<p>describe some similarities, differences and changes occurring within topics.</p>	<p>make valid statements about the main similarities, differences and changes occurring within topics</p> <p>comment on the</p>	<p>provide valid reasons why some changes and developments were important within particular topics.</p> <p>place several valid causes and effects in</p>	<p>compare similarities, differences and changes within and across some topics</p> <p>explain the role and</p>

	<p>Identify at least one relevant cause for, and effect of, several events covered</p> <p>consider one reason why an event or person might be significant.</p>	<p>causes and effects for some of the main events covered.</p> <p>identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects</p>	<p>describe some relevant causes for, and effects on, some of the key events and developments covered</p> <p>select what is most significant in a historical account</p> <p>provide a reason why two accounts of the same event might differ</p>	<p>importance of causes and effects for some of the key events and developments within topics.</p> <p>explain why some aspects of historical accounts, themes or periods are significant</p> <p>comment on a range of possible reasons for differences in a number of accounts</p>	<p>an order of importance relating to events and developments</p> <p>describe the significant issues in many of the topics covered</p> <p>identify different interpretations for events, developments and people covered in a range of topics</p>	<p>significance of different causes and effects of a range of events and developments</p> <p>explain reasons why particular aspects of a historical event, development, society or person were of particular significance</p> <p>explain how and why it is possible to have different interpretations of the same event or person</p>
HISTORICAL ENQUIRY	<p>ask and answer a few valid historical questions</p> <p>extract information from several different types of source including written, visual and oral sources and artefacts</p>	<p>plan questions and produce answers to a few historical enquiries using historical terminology</p> <p>select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions</p>	<p>ask valid questions for enquiries and answer using a number of sources</p> <p>understand how sources can be used to answer a range of historical questions</p>	<p>devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses</p> <p>recognise possible uses of a range of sources for answering historical enquiries</p>	<p>reach a valid conclusion based on devising and answering questions relating to a historical enquiry</p> <p>accept and reject sources based on valid criteria when carrying out particular enquiries</p>	<p>reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement</p> <p>comment on the value of a range of different types of source for enquiries, including extended enquiries</p>