HISTORY – END POINTS WITH INTERIM MILESTONES

|  |  |  |  |
| --- | --- | --- | --- |
| SUBJECT | HISTORY | | |
| RELEVANCE | Fires CURIOSITY about the past in Britain and the wider world. | | |
| PUPILS ARE ENABLED TO… | Use a range of evidence, weigh it up and communicate findings. | | |
| EYFS MILESTONES | Y2 MILESTONES | Y4 MILESTONES | Y6 MILESTONES |
| * Children talk about past and present events in their own lives and in the lives of family members. (P+C 13) * They know about similarities and differences between themselves and others, and among families, communities and traditions. (P+C 15) | * Observe or handle evidence to ask questions and ﬁnd answers to questions about the past. (1) * Ask questions such as: What was it like for people? What happened? How long ago? (2) * Use artefacts, pictures, stories, online sources and databases to ﬁnd out about the past. (3) * Identify some of the different ways the past has been represented. (4) * Describe historical events. (5) * Describe signiﬁcant people from the past. (6) * Use dates where appropriate. (11) * 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. (12) * Show an understanding of the concept of nation and a nation’s history. (13) | * Use evidence to ask questions and ﬁnd answers to questions about the past. (1) * Suggest suitable sources of evidence for historical enquiries. (2) * Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. (3) * Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. (4) * Suggest causes and consequences of some of the main events and changes in history. (5) * Describe changes that have happened in the locality of the school throughout history. (6) * Understand the concept of change over time, representing this, along with evidence, on a time line. (12) * Use appropriate historical vocabulary to communicate, including: (14)  1. Dates 2. time period 3. era 4. change 5. chronology.  * Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. (15) | * Select and use sources of evidence to deduce information about the past, giving reasons for choices. (1 +2) * Use sources of information to form testable hypotheses about the past. (3) * Seek out and analyse a wide range of evidence in order to justify claims about the past. (4) * Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. (5) * Understand that no single source of evidence gives the full answer to questions about the past. (6) * Identify continuity and change in the history of the locality of the school. (8) * Identify periods of rapid change in history and contrast them with times of relatively little change. (14) * Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. (15) * Use dates and terms accurately in describing events. (16) * Use appropriate historical vocabulary to communicate, including: (17)  1. Dates 2. time period 3. era 4. chronology 5. continuity 6. change 7. century 8. decade 9. legacy.  * Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. (18) * Use original ways to present information and ideas. (19) |