HISTORY – END POINTS WITH INTERIM MILESTONES

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| 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)
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