

KS 1 History Coverage of skills over 2 year rolling programme.

Learning Objective	Milestone 1 (By end of Year 2)
To investigate and interpret the past	<ol style="list-style-type: none"> 1. Observe or handle evidence to ask questions and find answers to questions about the past. 2. Ask questions such as: <i>What was it like for people? What happened? How long ago?</i> 3. Use artefacts, pictures, stories, online sources and databases to find out about the past e.g. <i>Know what a number of older objects were used for.</i> 4. Identify some of the different ways the past has been represented.
To build an overview of world history	<ol style="list-style-type: none"> 1. Describe historical events beyond living memory that are significant nationally or globally: Know about an event or events that happened long ago. Know that children's lives today are different to those of children a long time ago 2. Describe significant people from the past, including a famous person from outside the UK e.g. Name a famous person from the past and explain why they are famous. Know about a famous person from outside the UK and explain why they are famous. Know the name of a famous person, or a famous place, close to where they live. 3. Describe changes within living memory which may reveal aspects of change in national life e.g. Know that the toys their grandparents played with were different to their own. Know the main differences between their school days and that of their grandparents. 4. Recognise that there are reasons why people in the past acted as they did. 5. Describe significant historical events, people and places in their own locality e.g. Know how the local area is different to the way it used to be a long time ago. Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. 6. Know that children's lives today are different to those of children long ago.
To understand chronology	<ol style="list-style-type: none"> 1. Place events and artefacts in order on a time line. 2. Label time lines with words or phrases such as: past, present, older and newer. 3. Recount changes that have occurred in their own lives. 4. Use dates where appropriate.
To communicate historically	<ol style="list-style-type: none"> 1. 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. 2. Show an understanding of the concept of nation and a nation's history. 3. Ask and answer questions to show they understand the key features of historical events. 4. Use a wide vocabulary of everyday historical terms.

KS 2 History Coverage of skills over 4 year rolling programme.

Learning Objective	Milestone 2 (By end of Year 4)	Milestone 3 (By end of year 6)
To investigate and interpret the past	<ol style="list-style-type: none"> 1. Use evidence to ask questions and find answers to questions about the past. 2. Suggest suitable sources of evidence for historical enquiries. 3. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 4. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 5. Suggest causes and consequences of some of the main events and changes in history. 	<ol style="list-style-type: none"> 1. Use sources of evidence to deduce information about the past. 2. Select suitable sources of evidence, giving reasons for choices. 3. Use sources of information to form testable hypotheses about the past. 4. Seek out and analyse a wide range of evidence in order to justify claims about the past. 5. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. 6. Understand that no single source of evidence gives the full answer to questions about the past. 7. Refine lines of enquiry as appropriate.
To build an overview of world history	<ol style="list-style-type: none"> 1. Describe changes that have happened in the locality of the school throughout history. 2. Give a broad overview of life in Britain from ancient until medieval times. 3. Compare some of the times studied with those of other areas of interest around the world. 4. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ol style="list-style-type: none"> 1. Identify continuity and change in the history of the locality of the school. 2. Give a broad overview of life in Britain from medieval until Tudor and Stuarts times. 3. Compare some of the times studied with those of the other areas of interest around the world. 4. Describe the social, ethnic, cultural or religious diversity of past society. 5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	<ol style="list-style-type: none"> 1. Place events, artefacts and historical figures on a time line using dates. 2. Understand the concept of change over time, representing this, along with evidence, on a time line. 3. Use dates and terms to describe events. 	<ol style="list-style-type: none"> 1. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 2. Identify periods of rapid change in history and contrast them with times of relatively little change. 3. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 4. Use dates and terms accurately in describing events.
To communicate historically	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change 	

	<ul style="list-style-type: none"> • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
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*Based on resources from the History Society, Focus Education and Chris Quigley Education.