



# History Curriculum Milestones



	End of KS1	End of Lower KS2	End of Upper KS2
<b>To investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories, online sources etc. to find out about the past and ways in which the past can be studied.</li> <li>• Use sources of evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask and answer questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>
<b>To build an overview of world history</b>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from the units covered.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from the units studied and how these units fit into the timeline of British/World history.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>

**To communicate  
historically**

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy and war and peace.

- Use appropriate historical vocabulary to communicate, including: dates, decade, time period, era, century, change, chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

- Use appropriate historical vocabulary to communicate, including: dates, time period, era chronology, continuity, change, century, decade, legacy.
- Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past.
- Use original ways to present information and ideas.