



Milestones for History

September 2021

	EYFS	Communication and Language <u>Listening, Attention and Understanding ELG</u> Children at the expected level of development will: <ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.• Make comments about what they have heard and ask questions to clarify their understanding.• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking ELG</u> Children at the expected level of development will: <ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.• Offer explanations for why things might happen.• Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. <u>Fine Motor Skills ELG</u> Children at the expected level of development will: <ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Understanding the World <u>Past and Present ELG</u> Children at the expected level of development will: <ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People Culture and Communities ELG</u> Children at the expected level of development will: <ul style="list-style-type: none">• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.		



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		Autumn	Spring	Summer
Milestone 1	Year 1	<p><u>Toys in Time</u> <i>How have Toys changed over time?</i> NC 1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. NC 3: They should use a wide vocabulary of everyday historical terms. NC 4: They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. NC 5: They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. NC 6: changes within living memory.</p>	<p><u>Transport and Travel</u> <i>How has transport changed over time?</i> NC 1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. NC 2: They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. NC 3: They should use a wide vocabulary of everyday historical terms. NC 4: They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. NC 5: They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. NC 7: events beyond living memory that are significant nationally NC 8: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p><u>Our Seaside: Now and Then</u> <i>Have we always liked to be by the seaside?</i> NC 1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. NC 3: They should use a wide vocabulary of everyday historical terms. NC 4: They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. NC 5: They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. NC 9: significant historical events, people and places in their own locality</p>



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		Autumn	Spring	Summer
Milestone 1	Year 2	<p><u>Kings & Queens</u> <i>Who are the three most powerful monarchs since 1066, and what are your reasons for selecting them?</i></p> <p><u>Great Fire of London</u> How could the Great Fire of London have been prevented?</p> <p>NC 1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. NC 2: They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. NC 3: They should use a wide vocabulary of everyday historical terms. NC 4: They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. NC 5: They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. NC 7: events beyond living memory that are significant nationally NC 8: the lives of significant individuals in the past who have contributed to national Some should be used to compare aspects of life in different periods NC 9: significant historical events, people and places.</p>		<p><u>They made a difference</u> How have the human rights heroes you have studied made a difference to our world?</p> <p>NC 1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. NC 2: They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. NC 3: They should use a wide vocabulary of everyday historical terms. NC 4: They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. NC 5: They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. NC 7: events beyond living memory that are significant nationally or globally NC 8: the lives of significant individuals in the past who have contributed to national Some should be used to compare aspects of life in different periods NC 9: significant historical events, people and places.</p>



Milestones for History

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		Autumn	Spring	Summer
Milestone 2	Year 3	<p><u>Stone, Bronze and Iron Age</u> (NC 6) <i>When do you think it was better to live – the Stone Age, Bronze Age or Iron Age?</i></p> <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. NC 3, 4 • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. NC 5 <p>To build an overview of history</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity. NC 2 • Describe the characteristic features of the past including ideas, beliefs attitudes and experiences of men women and children. NC 3 <p>To understand chronology</p> <ul style="list-style-type: none"> • Use dates and terms to describe events NC 1 • Place events, artefacts and historical figures on a time line NC 1 <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: Dates; time period; era; change; chronology. NC 1, 4 • Use literacy numeracy and computing skills to a good standard in order to communicate information about the past. NC 2 		<p><u>Ancient Greeks</u> (NC13) <i>Who were the ancient Greeks and how have they influenced our lives today?</i></p> <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. NC 3, 4 • Suggest suitable sources of evidence for historical enquiries. NC 5 • Use more than one source of evidence for historical enquiry. NC 4 • Describe different accounts of historical event, explaining why someone accounts may differ. NC 5 <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology. NC 1, 4 • Use literacy numeracy and computing skills to a good standard in order to communicate information about the past. NC 2 <p>To understand chronology</p> <ul style="list-style-type: none"> • Place events, artefacts, and historical figures on a time line using dates NC1 • Use dates and terms to describe events. NC 1 <p>To have overview of world history</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society NC 2 • Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children. NC 3



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		Autumn	Spring	Summer
Milestone 2	Year 4	<p><u>Romans</u> (NC 7) <i>How did the Romans invade Britain and how successful were they?</i> <i>'How have the Romans influenced our country and culture today?'</i></p> <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. NC 1, 2, 3 <p>To build an overview of world history</p> <ul style="list-style-type: none"> Compare some of the times studied with those of other areas of interest around the world. NC 2 <p>To communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology. NC 1,4 		<p><u>Mayan Civilization</u> (NC 14) <i>Who were the Ancient Maya and how successful was their civilization?</i></p> <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. NC 5 Select suitable sources of evidence giving reasons for choices NC 5 Refine lines of enquiry as appropriate. NC 4, 5 <p>To build an overview of history</p> <ul style="list-style-type: none"> Compare some of the times studied with those of interest around the world Describe the social, ethnic, cultural or religious diversity. NC 2 Describe the characteristic features of the past including ideas, beliefs attitudes and experiences of men women and children. NC 3 <p>To understand chronology</p> <ul style="list-style-type: none"> Use dates and terms accurately in describing events NC 1, 2 <p>To communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy. NC 1,4 Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past NC4



Milestones for History

September 2021

		Autumn	Spring	Summer
Milestone 3	Year 5	<p>Anglo-Saxons & Scots(NC 8) <i>How did Britain change from 793AD to 1066?</i></p> <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. NC 5 <p>Refine lines of enquiry as appropriate. NC 4</p> <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times NC1 <p>To understand chronology</p> <ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. NC 1 • Use dates and terms accurately in describing events. NC 1 <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy. NC 1,4 	<p>Vikings (NC 9) <i>How much did Britain change from 793AD to 1066?</i></p> <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. NC 5 <p>Refine lines of enquiry as appropriate. NC 4</p> <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times NC1 <p>To understand chronology</p> <ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. NC 1 • Use dates and terms accurately in describing events. NC 1 <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy. NC 1,4 	<p>Baghdad and the Middle East(NC12) <i>What was the Golden Age of Islam and how did it help us today?</i></p> <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. NC 5 • Select suitable sources of evidence, giving reasons for choices. NC 4 <p>To build an overview of history</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. NC 1, 2 • Describe the social, ethnic, cultural or religious diversity. NC 2 • Describe the characteristic features of the past including ideas, beliefs attitudes and experiences of men women and children. NC 3 <p>To understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history. NC 1 • Identify periods of rapid changes in history and contrast with times of relatively little change. NC 2 • Use dates and terms accurately. NC 2 <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy. NC 1,4



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				<p>Industrial Revolution (NC 11) <i>What were the positive and negative aspects of the Industrial Revolution?</i></p> <p>To interpret and investigate</p> <ul style="list-style-type: none">• Use sources of evidence to deduce information about the past. NC 5• Select suitable sources of evidence giving reasons for choices NC 5• Refine lines of enquiry as appropriate, NC 4, 5 <p>To build an overview of history</p> <ul style="list-style-type: none">• Identify continuity and change in history of locality of the school NC1, 2• Describe the social, ethnic, cultural or religious diversity. NC 2• Describe the characteristic features of the past including ideas, beliefs attitudes and experiences of men women and children.NC 3 <p>To understand chronology</p> <ul style="list-style-type: none">• Understand the concepts of continuity and change over time representing them NC 1• Use dates and terms accurately in describing events NC 1• Describe the main changes in period of history NC 1 <p>To communicate historically</p> <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy. NC 1,4• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past NC 4• Use original ways to present information and ideas NC 4
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Milestones for History

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		Autumn	Spring	Summer
Milestone 3	Year 6	<p>Baghdad and the Middle East (NC12) <i>What was the Golden Age of Islam and how did it help us today?</i></p> <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. NC 5 • Select suitable sources of evidence, giving reasons for choices. NC 4 <p>To build an overview of history</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. NC 1, 2 • Describe the social, ethnic, cultural or religious diversity. NC 2 • Describe the characteristic features of the past including ideas, beliefs attitudes and experiences of men women and children. NC 3 <p>To understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history. NC 1 • Identify periods of rapid changes in history and contrast with times of relatively little change. NC 2 • Use dates and terms accurately. NC 2 <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy. NC 1,4 	<p>Conflict and Resolution (NC 11) <i>How did the wars impact Britain and the world – What do we learn about conflict and resolution?</i></p> <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. NC 2, 5 • Use sources of evidence to deduce information about the past. NC 4,5 <p>To build an overview of history</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity. NC 2 • Describe the characteristic features of the past including ideas, beliefs attitudes and experiences of men women and children. NC 3 <p>To understand chronology</p> <ul style="list-style-type: none"> • Understand the concepts of continuity and change over time representing them NC 1 • Use dates and terms accurately in describing events. NC 1, 2 • Describe the main changes in period of history. NC 1 <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy. NC 1,4 • Use original ways to present information and ideas NC 4 	<p>Making Our Mark (NC 11) <i>How can we make our mark?</i></p> <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. NC 5 • Select suitable sources of evidence, giving reasons for choices. NC 4 <p>To build an overview of history</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. NC 1, 2 • Describe the social, ethnic, cultural or religious diversity. NC 2 • Describe the characteristic features of the past including ideas, beliefs attitudes and experiences of men women and children. NC 3 <p>To understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history. NC 1 • Identify periods of rapid changes in history and contrast with times of relatively little change. NC 2 • Use dates and terms accurately. NC 2 <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy. NC 1,4