



HISTORY KEY CONCEPTS & MILESTONES

Key Concept	EYFS Readiness for Learning	Milestone 1 (Years 1 & 2)	Milestone 2 (Years 3 & 4)	Milestone 3 (Years 5 & 6)	KS3 (Years 7-9)
<p>Interpreting evidence</p>		<p>Ask and answer questions about old and new objects using a photograph/artefact</p> <p>Give a plausible explanation about why an object was used in the past</p> <p>Describe similarities and differences between artefacts</p> <p>Explain why certain objects were different in the past</p> <p>Ask and answer relevant basic questions about the past</p> <p>Talk about what they have found out about the past</p> <p>Record what they have learnt by drawing and writing</p> <p>Research the life of a famous person from the past using different resources to help them</p> <p>Find answers to some simple questions about the past from simple sources of information</p> <p>Answer questions by using specific sources such as an information book or website</p> <p>Research the life of someone who used to live in the area using internet and other sources to find out about them</p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Study two different accounts of the same event, exploring similarities and differences</p> <p>Use a variety of sources to find out about aspects of life in the past for a more accurate understanding of events</p> <p>Use information finding skills in writing to help them write about historical information</p> <p>Discuss what we can learn from some primary and secondary sources of information and evaluate their usefulness</p> <p>Understand that some sources can contradict each other</p> <p>Communicate their learning in an organised way using appropriate terminology</p> <p>Research two versions of an event and say how and why they differ</p>	<p>Present findings and communicate knowledge and understanding in different ways</p> <p>Compare sources of information available for the study of different times in the past</p> <p>Understand that the type of information available depends on the period of time studied</p> <p>Evaluate the usefulness of a variety of sources</p> <p>Select reliable sources of information to answer questions about the past</p> <p>Provide an account of a historical event based on more than one source</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Understand that some evidence is propaganda, opinion or misinformation and this effects interpretations of history</p> <p>Make confident use of a variety of sources for independent research</p>	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>

				Describe a key event from Britain's past using a range of evidence from different sources	
ICT		<p>Clips (use filters to make it look like a different period in time)</p> <p>Imovie</p> <p>Explain everything</p> <p>Magnifier – on ipad (for analysing artefacts)</p> <p>puppetpals</p> <p>Comic life (comic strips/storyboards)</p> <p>augmented reality</p> <p>Morfo (record themselves speaking in character)</p>	<p>Clips (use filters to make it look like a different period in time)</p> <p>Imovie</p> <p>Explain everything</p> <p>Magnifier – on ipad (for analysing artefacts)</p> <p>Comic life (comic strips/storyboards)</p> <p>augmented reality</p> <p>Morfo (record themselves speaking in character)</p> <p>Google maps – visit historical sites (Pyramids, Greece, The Colosseum, Roman baths, Mayans)</p> <p>Keynote presentations</p> <p>Pages</p> <p>Book creator (ebooks)</p> <p>Do ink green screen (children can put themselves into a photo/video to make it feel or look as though they were actually there)</p> <p>Garageband (compose music from a specific era)</p>	<p>Explore all available evidence to form an opinion on a historical event</p> <p>Clips (use filters to make it look like a different period in time)</p> <p>Imovie</p> <p>Explain everything</p> <p>Magnifier – on ipad (for analysing artefacts)</p> <p>Comic life (comic strips/storyboards)</p> <p>augmented reality</p> <p>Morfo (record themselves speaking in character)</p> <p>Google maps – visit historical sites (Pyramids, Greece, The Colosseum, Roman baths, Mayans)</p> <p>Keynote presentations</p> <p>Pages</p> <p>Book creator (ebooks)</p> <p>Morfo (record themselves speaking in character)</p> <p>Do ink green screen (children can put themselves into a photo/video to make it feel or look as though they were actually there)</p>	

				Garageband (compose music from a specific era) 8mm retro film (this app makes it look like vintage film)	
Chronology	<p>Use full sentences including past, present and future tenses (C&L)</p> <p>Able to talk about events now and in the past using appropriate tenses (C&L)</p> <p>Tell entire familiar stories using sequenced illustrations as prompts (C&L)</p> <p>Process three step instructions (C&L)</p> <p>Sequence the life of a baby animal from hatching to maturity. Sequence the life of a baby bird from hatching to maturity.</p> <p>Recapping prior learning – what do we know already.</p> <p>Using language related to time – yesterday, before.</p>	<p>Use a wide vocabulary of historical terms</p> <p>Place known events and objects in chronological order</p> <p>Sequence events and recount changes within memory</p> <p>Sequence events about the life of a famous person</p>	<p>Use an increasing range of common words and phrases relating to the passing of time including century, decade, AD/BC</p> <p>Use dates to place events, artefacts and historical figures on a timeline</p> <p>Know that Britain has been invaded by several different groups over time</p> <p>Place some historical periods in a chronological framework</p> <p>Understand that changes occur over time and add evidence and dates to timelines to represent this</p> <p>Plot recent history on a timeline using centuries</p>	<p>Use dates to order and place events on a timeline</p> <p>Draw a timeline with different time periods, which shows different information</p> <p>Create timelines which outline the development of specific features e.g. medicines, transport</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within and across the periods they study</p> <p>Note connections, contrast and trends over time and show developing appropriate use of historical terms</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>

	<p>Talking about what happened at home.</p> <p>Visual timetables</p> <p>Now/next cards for specific people</p> <p>Sand timers/clocks</p> <p>Dinosaurs</p>				
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Change and continuity	<p>Know some similarities and differences between the past and now.</p> <p>Identify similarities and differences between babies and four year olds. Describe how people change in the first four years of life.</p> <p>Describe family Christmas traditions</p> <p>Talk about some of the traditions around the festival of Diwali.</p> <p>Know that children were babies in the past.</p> <p>Know that adults were children in the past.</p> <p>Know that adults can remember</p>	<p>Changes within living memory</p> <p>Aspects of change within national life</p> <p>Explain how they have changed since they were born</p> <p>Find out about the past by talking to an older person</p> <p>Explain the differences between the past and present in their own life</p>	<p>Appreciate that the food people ate was different because of the availability of different sources of food</p> <p>Identify similarities and differences between given periods in history</p> <p>Understand that changes occur over time and add evidence and dates to timeline to represent this</p> <p>Ask historically valid questions about change</p>	<p>Make comparisons between different periods, explaining things that have change and stayed the same</p> <p>Appreciate how Britain once had an Empire</p> <p>Summarise how Britain may have learnt from other countries and civilizations through time gone by and more recently</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>

	<p>things from the past.</p> <p>Talk about important family members.</p> <p>Recognise self in baby photographs and relate simple family stories about babyhood.</p> <p>Routines – get your coat etc</p> <p>Woods visit – noticing how things change</p> <p>All about me – explain how we have changed since birth</p>				
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Cause and consequence		<p>Make comments on why people did things, why events happened and what happened as a result</p>	<p>A study of Greek life and achievements and their influence on the western world</p> <p>Know some of the lasting effects of an invasion of Britain</p> <p>Explain how events from the past have helped shape our lives</p>	<p>Describe causes and consequences for an important historical event.</p> <p>Summarise how Britain has had a major influence on world history</p> <p>Understand how the British Empire helped or hindered our relationship with a number of countries today</p> <p>Use research and prior learning to explain why there are social cultural religious and ethnic diversities within societies studies in Britain and the wider world</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>

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<p>Significant people, places and events</p>	<p>Acting out in role play</p> <p>Name and talk about extended family members and in photographs</p> <p>Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately.</p>	<p>Events beyond living memory that are significant nationally or globally</p> <p>Compare aspects of life in different time periods including the 20th century and with their own</p> <p>Events, people and places in their own locality</p> <p>Explain how the local area was different in the past</p> <p>Know about a famous event that happens somewhere else in the world and why it has been happening for some time</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use them to compare aspects of life in different periods</p> <p>Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later</p>	<p>Identify similarities and differences between given periods in the history</p> <p>To know the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p> <p>Know some achievements of an early civilization</p>	<p>Make comparisons between aspects of periods of history and the present day</p> <p>A non-European society that provides contrasts with British history - on study chosen from early Islamic civilization, including a study of Baghdad c AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD900-1300</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>
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		<p>Google maps of local area</p>	<p>Morfo (record themselves speaking in character)</p> <p>Google maps – visit historical sites (Pyramids, Greece, The Colosseum, Roman baths, Mayans)</p> <p>Keynote presentations</p> <p>Pages</p> <p>Book creator (ebooks)</p> <p>Do ink green screen (children can put themselves into a photo/video to make it feel or look as though they were actually there)</p> <p>Garageband (compose music from a specific era)</p>	<p>Google maps – visit historical sites (Pyramids, Greece, The Colosseum, Roman baths, Mayans)</p> <p>Keynote presentations</p> <p>Pages</p> <p>Book creator (ebooks)</p> <p>Morfo (record themselves speaking in character)</p> <p>Do ink green screen (children can put themselves into a photo/video to make it feel or look as though they were actually there)</p> <p>Garageband (compose music from a specific era)</p> <p>8mm retro film (this app makes it look like vintage film)</p>	
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