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|  | **Investigate and Interpret the Past** | **Build An Overview of World History** | **Communicate Historically** | **Understand Chronology** | **Vocabulary specific to units taught** |
| Milestone 1: year 1 and 2 | * Observe or handle evidence to ask questions and find answers to questions about the past.
* Ask questions such as: What was it like for people? What happened? How long ago?
* Use artefacts, pictures, stories, online sources and databases to find out about the past.
* Identify some of the different ways the past has been represented.
 | * Describe historical events.
* Describe significant people from the past.
* Recognise that there are reasons why people in the past acted as they did.
 | * 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.
* Show an understanding of the concept of nation and a nation’s history.
* Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
 | * Place events and artefacts in order on a time line.
* Label time lines with words or phrases such as: past, present, older and newer.
* Recount changes that have occurred in their own lives.
* Use dates where appropriate.
 | **Year 1:**Houses of Parliament, conspirators, persecuted, centuries, government, treasonMonarch, coronation, decade, government, political, traditionInsanitary, significant, improved, conditions, legacy, influential**Year 2:**Commander, achievements, breakthrough, plaque, explorationDecades, congested, flammable, architects, eyewitness, extractAchievement, sustained, discoveries, ancient, centuries, influential |
| Milestone 2: Year 3 and 4 | * Use evidence to ask questions and find answers to questions about the past.
* Suggest suitable sources of evidence for historical enquiries.
* Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
* Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
* Suggest causes and consequences of some of the main events and changes in history.
 | * Describe changes that have happened in the locality of the school throughout history.
* Give a broad overview of life in Britain from ancient until medieval times.
* Compare some of the times studied with those of other areas of interest around the world.
* 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.
 | * Use appropriate historical vocabulary to communicate, including:
	+ dates
	+ time period
	+ era
	+ change
	+ chronology
* Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
 | * Place events, artefacts and historical figures on a time line using dates.
* Understand the concept of change over time, representing this, along with evidence, on a time line.
* Use dates and terms to describe events.
 | **Year 3**Influential, fertile, irrigation, immortality, rituals, decipher, archaeologists, canopic jars, sarcophagus, mummy, temples, engineering, architects, commemorate, achievementsTurmoil, frontiers, territory, constitution, dictator, assassinated, territories, emperor, sanitation, resistance, archaeologists, preservation, erosion, mosaics, construction, architects**Year 4**Ancestors, consequence, climate, nomadic, communal, historical sources, scavenging, technology, migrate, permanent, predators, archaeologists, sophisticated, preoccupied, processions, c:Scandinavia, explorers, colonised, evidence, raid, accounts, colonise, seaborne, navigation, symmetrical, reputation, colonisation, volatile, descendants |
| Milestone 3: Year 5 and 6 | * Use sources of evidence to deduce information about the past.
* Select suitable sources of evidence, giving reasons for choices.
* Use sources of information to form testable hypotheses about the past.
* Seek out and analyse a wide range of evidence in order to justify claims about the past.
* Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
* Understand that no single source of evidence gives the full answer to questions about the past.
* Refine lines of enquiry as appropriate.
 | * Identify continuity and change in the history of the locality of the school.
* Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
* Compare some of the times studied with those of the other areas of interest around the world.
* 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.
 | * Use appropriate historical vocabulary to communicate, including:
	+ 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.
 | * Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
* Identify periods of rapid change in history and contrast them with times of relatively little change.
* Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
* Use dates and terms accurately in describing events.
 | **Year 5** Abandoned, overpopulation, uninhabitable, traditions, irrigation, terracing, architects, agriculture, expansion, yields, sacrifice, ceremony, anthropologists, innovations, codices, conquistadorsDemocracy, citizens, philosophy, historical sources, civilisations, democratic, characteristic features, generation, demigods, techniques, amphoras, lekythos**Year 6**Communism, significant, influences, decades, evacuated, evacuation, propaganda, amphibious, Blitz, atomic |