

Whole School Curriculum Overview - History

	Milestone 1 (Year 1 & 2)	Milestone 2 (Year 3 & 4)	Milestone 3 (Year 5 & 6)
To investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past.	Use evidence to ask questions and find answers to questions about the past.	Use sources of evidence to deduce information about the past.
	Ask questions such as: What was it like for people? What happened? How long ago?	Suggest suitable sources of evidence for historical enquiries.	Select suitable sources of evidence, giving reasons for choices.
	Use artefacts, pictures, stories, online sources and databases to find out about the past.	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Use sources of information to form testable hypotheses about the past
	Identify some of the different ways the past has been represented.	Describe different accounts of a historical event, explaining some of the reasons why accounts may differ. Suggest causes and consequences of some of the main events and changes in history.	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 line of enquiry as appropriate.
To build an overview of world history	Describe historical events.	Describe changes that have happened in the locality of the school throughout history.	Identify continuity and change in the history of the locality of the school.
	Describe significant people from the past.	Give a broad overview of life in Britain.	Give a broad overview of life in Britain and some major events from the rest of the world.
	Recognise that there are reasons why people in the past acted as they did.	Compare some of the times studied with those of other areas of interest around the world.	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 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.	Describe the characteristic features of the past. Including ideas, beliefs, attitudes and experiences of men, women and children.
Chronology	Place events and artefacts in order on a time line.	Place events, artefacts and historical figures on a time line using dates.	Describe the man changes in a period of history (using terms such as: social, religious, political, technological and cultural).
	Label time lines with words or phrases such as: past, present, older, newer.	Understand the concept of change over time, representing this, along with evidence, on a time line.	Identify periods of rapid change in history and contrast them with times of relatively little change.
	Use dates where appropriate.	Use dates and terms to describe events.	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.
To communicate historically	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.	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> Dates Time period Era Change Chronology 	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> Dates Time period Era Chronology Continuity Change Century Decade Legacy
	Show an understanding of the concept of nation and a nation's history.	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
	Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.		Use original ways to present information and ideas.