

RFS- Knowledge Milestones & Skill Progression: History Autumn 21

Knowledge Milestones						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Identify things from their past, and think about how things have changed as they have grown.</p> <p>Talk about specific historical events demonstrating some understanding.</p> <p>Begin to talk about different culturally events.</p>	<p>Chronological order</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Children place pictures of historical events in the correct order of time.</p> <p>Significant Historical Events</p> <p>Children begin to know about significant historical events e.g. Gunpowder Plot, Fire of London, Magna Carta...</p> <p>Famous People</p> <p>Children begin to know about famous people e.g. Queen Elizabeth II,, Guy Fawkes, Ameila Earhart... who have made an impact.</p> <p>Significant Places/Landmarks</p> <p>Children begin to learn about the famous landmarks and places of significance e.g. London, Buckingham Palace, Houses of Parliament, Pudding Lane...</p> <p>Know and recount stories about the past.</p> <p>Begin to recall specific historical events, appropriate to age.</p> <p>Begin to demonstrate an understanding of the key moments within the</p>	<p>Chronological order</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Children begin to draw a timeline showing key events e.g. personal timeline compared to Egyptian.</p> <p>Significant Historical Events</p> <p>Children to know about significant historical events e.g., First man on the Moon, The discovery of Tutankhamun Tomb...</p> <p>Famous People</p> <p>Children, to know about famous people e.g. Neil Armstrong, Thomas Edison, Howard Carter, Tutankhamun, Horatio Nelson who have made an impact.</p> <p>Significant Places/Landmarks</p> <p>Children learn about the famous landmarks and places of significance e.g. the Pyramids, River Nile.</p> <p>Recall specific historical events, appropriate to age.</p>	<p>Stone age to the Iron Age Introduction to the Roman Empire</p> <p>Pupils begin to develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Begin to develop a chronologically secure knowledge and understanding of local, (Stone Age to Iron Age),hunters gatherers, early farmers, Bronze-age religion.</p> <p>British (Romans) attempted invasion with Julius Caesar, successful invasion with Claudius Caesar, power of the Roman army, British resistance, Boudicca.</p> <p>Know where the people and events they study fit within a chronological framework and identify similarities and differences between, The stone Age, Iron Age, Roman and ways of life .</p> <p>Develop a better understanding of ways in which we find out about the past and identify different ways in which it is represented e.g. sources of the past.</p> <p>With encouragement ask and answer questions, choosing and using parts of stories and other sources to show that they know and begin to understand key features of events.</p> <p>Relate some key history events (invasions...eruption of Mount Vesuvius) to how they have impacted on their immediate lives.</p> <p>Have some knowledge of significant famous people, significant places e.g. Boudicca, Julius Caesar, Claudius Caesar, Skara Brae, Stonehenge, Grimes Graves (local), Hadrians wall.</p>	<p>Anglo Saxons and Vikings The Mayans- Central America</p> <p>Place key events on a time-line (Anglo-Saxons, The Vikings and history of rivers).</p> <p>Understand where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Look at historical reasons for invasion. Find out historical facts about the key historical events in the end of the Roman Empire and the beginning of the Anglo-Saxon period including Anglo saxon art and culture, invasions, settlements and kingdoms.</p> <p>Research life in Viking times: Travel, Trade, Lifestyle, raids and invasions, resistance by Alfred the Great, Impact on Britain- today.</p> <p>Research the ancient civilization of the Mayans, including: lifestyle, key beliefs, a focus on it being an early civilisation.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented e.g. pictures, paintings, diaries, stories, artefacts, landmarks, recounts, museums. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Have knowledge of significant famous people e.g. Alfred the Great, Canute the Great, Eric the Red, King Edmund and Sweyn Forkbeard (Local).</p> <p>Begin to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>Chronological order</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study especially the Victorians, Ancient Greece and the history of the Amazon Rainforest.</p> <p>Children should begin to make connections, contrasts and trends over time and develop the appropriate use of historical terms within their research and learning of the Victorian and Ancient Greeks and the history of the Rainforest.</p> <p>They will be encouraged to regularly address and sometimes begin to devise historically valid questions about change, cause, similarity and difference, and significance between different periods of history and with present day, appropriate to age.</p> <p>Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information during their learning.</p> <p>They will understand how their knowledge of the past is constructed from a range of sources.</p> <p>Children will; recall specific historical events, appropriate to age and demonstrate an understanding of the key moments within the event; the historical people involved and the impact they have had on current British society and the World.</p> <p>Have knowledge of significant famous people e.g. Queen Victoria, Thomas Bernardo, Duleep Singh (Local), Robert Louis Stevenson, Homer, Margaret Mee, Charles Dickens.</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history. - Understand and explain how/why World War II started and the chronology of events on a timeline and who was involved.</p> <p>They should note connections, contrasts and trends over time.</p> <p>Compare and contrast how life is different in modern day Britain compared to life during WWII.</p> <p>They show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. -Consider how life might be different if Britain lost WWII.</p> <p>Recall specific historical events, appropriate to age. They can demonstrate an understanding of the key moments within the event, the historical people involved and the impact it has had on current British society and the World.</p> <p>Have knowledge of significant famous people e.g. Winston Churchill, Neville Chamberlain, Adolf Hitler, Dads Army (local), Joseph Stalin, Shackleton.</p> <p>A comparison between a non European society (Early Islamic civilisation) and period in British History. Links to RE.</p>



	<p>event, the historical people involved and the impact it has had on current British society and the World.</p> <p>Historical sources e.g. diaries, people, paintings, stories, artefacts.</p>	<p>Demonstrate an understanding of the key moments within the event, the historical people involved and the impact it has had on current British society and the World.</p> <p>Develop their ability to demonstrate an understanding of different culturally significant events more independently e.g. Ancient Egypt burial.</p> <p>Historical sources e.g. diaries, people, paintings, stories, artefacts.</p>				
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<u>Skill Progression</u>						
<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Investigate and interpret the past</u></p> <p>Begins to identify some details from the past from sources (eg. pictures and stories)</p>	<p><u>Investigate and interpret the past</u></p> <p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p>	<p><u>Investigate and interpret the past</u></p> <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understands why some people in the past did things</p>	<p><u>Investigate and interpret the past</u></p> <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understands why some people in the past did things</p>	<p><u>Investigate and interpret the past</u></p> <p>Gives reasons why there may be different accounts of history.</p>	<p><u>Investigate and interpret the past</u></p> <p>Looks at different versions of the same event and identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p><u>Investigate and interpret the past</u></p> <p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
<p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <p>Talk about and share experiences of the past and present modelling and encouraging appropriate tenses</p> <p>Talk about and describe artefacts from the past and present.</p> <p>Record memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing</p>	<p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <p>Tells the difference between past and present in own and other people’s lives</p>	<p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recount main events from a significant time in history.</p> <p>Uses evidence to explain reasons why people in the past acted as they did.</p>	<p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <p>Uses evidence to describe the past: <i>Houses and settlements, Culture and leisure activities Clothes, way of life and actions of people Buildings and their uses, People’s beliefs and attitudes, Things of importance to people Differences between lives of rich and poor.</i></p>	<p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may</p>	<p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p>	<p><u>Knowledge and understanding of past events, people and changes in the past</u></p> <p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p>



			<p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects</p> <p>Shows changes on a timeline</p>	<p>have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today</p>		<p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p>
<p><u>Historical Interpretation</u></p> <p>Begins to identify some details from the past from sources (eg. pictures and stories)</p>	<p><u>Historical Interpretation</u></p> <p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p>	<p><u>Historical Interpretation</u></p> <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understands why some people in the past did things.</p>	<p><u>Historical Interpretation</u></p> <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understands why some people in the past did things</p>	<p><u>Historical Interpretation</u></p> <p>Gives reasons why there may be different accounts of history.</p>	<p><u>Historical Interpretation</u></p> <p>Looks at different versions of the same event and identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p><u>Historical Interpretation</u></p> <p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
<p><u>Historical enquiry</u></p> <p>Can answer simple questions about the past from sources of information (eg. pictures, stories)</p>	<p><u>Historical enquiry</u></p> <p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>	<p><u>Historical enquiry</u></p> <p>Looks carefully at pictures or objects to find information about the past.</p> <p>Asks and answers questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’,</p> <p>Estimates the ages of people by studying and describing their features.</p>	<p><u>Historical enquiry</u></p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as ‘how did people? What did people do for?’</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p><u>Historical enquiry</u></p> <p>Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as ‘what was it like for a during?’</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p><u>Historical enquiry</u></p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p><u>Historical enquiry</u></p> <p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>
<p><u>Organisation and communication</u></p> <p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, talking).</p>	<p><u>Organisation and communication</u></p> <p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p>	<p><u>Organisation and communication</u></p> <p>Describes objects, people and events.</p> <p>Writes own date of birth.</p> <p>Writes simple stories and recounts about the past.</p>	<p><u>Organisation and communication</u></p> <p>Presents findings about past using speaking, writing, ICT and drawing skills.</p> <p>Uses dates and terms with increasing accuracy.</p>	<p><u>Organisation and communication</u></p> <p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Uses dates and terms correctly.</p>	<p><u>Organisation and communication</u></p> <p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p>	<p><u>Organisation and communication</u></p> <p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p>



		Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.	Discusses different ways of presenting information for different purposes.	Discusses the most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader.	Chooses most appropriate way to present information to an audience	Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.
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