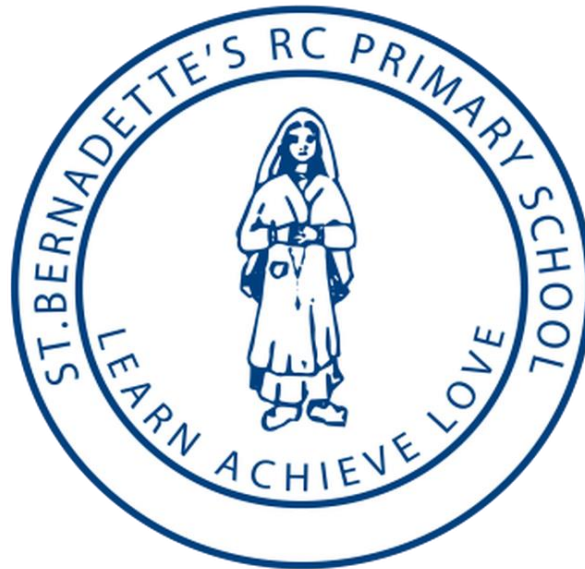


ST BERNADETTE'S RC PRIMARY SCHOOL



HISTORY – MILESTONES (Progression of Skills)





St Bernadette's RC Primary School
History- Subject Progression



The National Curriculum for History aims to ensure that all pupils:

- 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
- 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
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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.

History – Progression in Knowledge and Understanding				
Investigate & Interpret the Past This concept involves knowing that our understanding of the past comes from an interpretation of	Milestone 1 – End of EYFS	Milestone 2 – End of Year 2	Milestone 3 – End of Year 4	Milestone 4 – End of Year 6
	<ul style="list-style-type: none">• Use artefacts, pictures, stories and online sources to find out about the past with adult support.• Asks simple “How” and “Why” questions.• Knows about famous people from the past and how they have helped us today• Talks about how they have changed between now & when they were a baby	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.



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History- Subject Progression



the available evidence.			<p>the reasons why the accounts may differ.</p> <ul style="list-style-type: none">• Suggest causes and consequences of some of the main events and changes in history.	<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.• Understand that no single source of evidence gives the full answer to questions about the past.• Refine lines of enquiry as appropriate.
Build An Overview of World History This concept involves an appreciation of the characteristic features of the past and an understanding that life is different.	<ul style="list-style-type: none">• Can talk about how they have changed over time.• Is building up knowledge of some key historical figures & events e.g.<ul style="list-style-type: none">- Guy Fawkes – Bonfire Night- Neil Armstrong – 1st moon landing	<ul style="list-style-type: none">• Describe historical events.• Describe significant people from the past.• Recognise that there are reasons why people in the past acted as they did.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.
Understand Chronology This concept involves an understanding of	<ul style="list-style-type: none">• Can talk about how they have changed over time.• Sequence pictures from their own life.• Sorts artefacts/pictures into 2 groups “old” and “new”.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).



St Bernadette's RC Primary School
History- Subject Progression



how to chart the passing of time and how some aspects of history studied were happening at similar times in different part of the world	<ul style="list-style-type: none">• Place simple, common artefacts/pictures in order from oldest to newest.	<ul style="list-style-type: none">• Use dates where appropriate.	<ul style="list-style-type: none">• Use dates and terms to describe events.	<ul style="list-style-type: none">• 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.
Communicate Historically This concept involves using historical vocabulary and techniques to convey information about the past.	<ul style="list-style-type: none">• Uses words & phrases such as Once upon a time, a long time ago, yesterday• Uses tenses appropriately when speaking.• Knows about some key events in our own history e.g. Bonfire Night, Remembrance Day, death of our Queen/Coronation of our King.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">- dates- time period- era- change- chronology• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">- dates- time period- era- chronology- continuity- change- century- decade- legacy.• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas.