

RFS- Knowledge Milestones & Skill Progression: History

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>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, William the Conqueror, 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 event, the historical people involved and the impact it has had on</p>	<p>Chronological order</p> <p>Children begin to draw a timeline showing key events.</p> <p>Significant Historical Events</p> <p>Children to know about significant historical events e.g. The reign of Henry VIII, First man on the Moon, The discovery of Tutankhamun Tomb...</p> <p>Famous People</p> <p>Children, to know about famous people e.g. Henry VIII, Neil Armstrong, Thomas Edison, Howard Carter, Tutankhamun, Jane Goodall... who have made an impact.</p> <p>Significant Places/Landmarks</p> <p>Children learn about the famous landmarks and places of significance.</p> <p>Knowledge and understanding of some of the main events and people they have studied.</p> <p>Recall specific historical events, appropriate to age.</p> <p>Demonstrate an understanding of the key moments within the event, the historical people involved and the</p>	<p>Chronological order</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), British (Edwardians) and World (Romans) history.</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 Edwardian ways of life .</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>Develop a better understanding of ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Begin to make connections, contrasts and trends over time</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 e.g. Mary Anning,</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>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 end of the Roman Empire and key historical events in the Anglo-Saxon period. They should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Research life in Viking times: Travel, Trade, Lifestyle, Impact on Britain-today Research the ancient civilization of the Mayans, including: lifestyle, key beliefs...</p> <p>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>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</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), John Lloyd Stephens and more.</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</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. -Chronology of punishments (to know what punishments were applied during specific eras from 1066 to modern day).</p> <p>-</p> <p>They should note connections, contrasts and trends over time. Children compare and contrast how punishment has changed throughout different eras. 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), Babushka, Earnest Shackleton, Oliver Cromwell,</p>



	current British society and the World. Begin to demonstrate an understanding of different culturally significant events.	impact it has had on current British society and the World. Develop their ability to demonstrate an understanding of different culturally significant events more independently.	William Morris, Andy Warhol, Edward VII, George Bernard Shaw, David Lloyd George, Kenneth Grahame, Beatrix Potter, William Booth...		Mee, Charles Dickens, Jane Goodall... and many more.	
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<p>Begins to identify some details from the past from sources (eg. pictures and stories)</p>	<p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</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>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>Gives reasons why there may be different accounts of history.</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>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>Historical enquiry</p> <p>Can answer simple questions about the past from sources of information (eg. pictures, stories)</p>	<p>Historical enquiry</p> <p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>	<p>Historical enquiry</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>Historical enquiry</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>Historical enquiry</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>Historical enquiry</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>Historical enquiry</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>Organisation and communication</p> <p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, talking).</p>	<p>Organisation and communication</p> <p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p>	<p>Organisation and communication</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>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	<p>Organisation and communication</p> <p>Presents findings about past using speaking, writing, ICT and drawing skills.</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Organisation and communication</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>Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>Uses subject specific words such as monarch, settlement, invader.</p>	<p>Organisation and communication</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>Chooses most appropriate way to present information to an audience</p>	<p>Organisation and communication</p> <p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>