



Progression of Teaching and Learning in History

EYFS Milestones

Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Opportunities (N/C)

Year 1	Year 2	Key Learning Objectives
<ul style="list-style-type: none"> • The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as medical pioneers such as Florence Nightingale (Mary Seacole) – Bandages and Bravery • Significant historical events, people and places in their own locality. Pesky Pirates – Blackbeard • Changes within living memory. Where appropriate, used to reveal aspects of change in national life. Let's Play (Toys old and new) 	<ul style="list-style-type: none"> • The lives of significant individuals in Britain's past who have contributed to our nation's achievements Quentin Blake – The Power of Pictures • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. – Great Fire of London - Samuel Pepys • Significant historical events, people and places in their own locality. – Great Fire of London - Samuel Pepys 	<ul style="list-style-type: none"> • To investigate and interpret the past • To build an overview of world history • To understand chronology • To communicate historically

Milestones

Objectives	YEAR 1				YEAR 2			
	Overview of Essential Knowledge and Skills	Emerging	Developing	Secure	Overview of Essential Knowledge and Skills	Emerging	Developing	Secure
<i>To investigate and interpret the past</i>	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. 	Show curiosity about objects from the past, but they may not recognise the object as being an artefact from another time.	Show curiosity about objects and evidence from the past. Children will begin to ask simple questions of the objects, (these may be spontaneous, or with the help of an adult/ prompts) and make comments about how they are similar and different.	Continue to show curiosity and ask relevant questions spontaneously, and with support. They will be able to answer simple questions about objects and make simple comparisons.	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. 	Using objects and evidence ask relevant questions with increasing independence. Use evidence to answer simple questions about the past with increasing independence.	Using objects and evidence ask greater breadth of relevant questions with increasing independence. Use evidence to answer a range of simple questions about the past with increasing independence.	Children will use their historical knowledge to observe objects and then formulate thoughtful questions, or investigate objects to and find answers to questions about the past.
	<ul style="list-style-type: none"> Ask questions such as: What was it like for people? What happened? How long ago? 	Begin to formulate general and simple questions with support from an adult. These questions may, or may not be relevant, and may or may not relate to the past.	Begin to formulate simple questions with support and scaffolding which relate to the past.	Formulate simple and relevant questions with support from word banks and scaffolding which show historical knowledge and understanding.	<ul style="list-style-type: none"> Ask questions such as: What was it like for people? What happened? How long ago? 	Ask questions which relate to the past with support from word banks prompts.	Ask questions which relate to the past with increasing independence. They will show increasing relevance.	Ask questions which firmly relate to the past, place and time, using their knowledge and understanding of the past to formulate their questions. This will be independent and may be spontaneous.
	<ul style="list-style-type: none"> Use artefacts, pictures, stories, online sources and databases to find out about the past. 	With adult support begin to explore a given source to find out about the past.	With adult support, increase the range of sources that children are able to use to find out about the past.	With increasing independence children will use given sources to find out about the past.	<ul style="list-style-type: none"> Use artefacts, pictures, stories, online sources and databases to find out about the past. 	With more independence children will choose from a range of sources to find out about the past.	With increasing independence use a range of sources to find out about the past. Children will show an increasing familiarity with how to access different sources and information.	Using a wide range of sources, independently use them to find out about the past, and make suggestions about which sources should be used. Children will be familiar with different types of sources.
<i>To build an overview of world history</i>	<ul style="list-style-type: none"> Describe historical events. 	With adult support show curiosity and describe significant events from their own lives and people significant to them. Children will use vocabulary relevant to the context and in the past tense.	With increasing independence and accuracy describe significant events from their own lives and people significant to them. Children will use vocabulary relevant to the context and in the past tense.	Independently describe significant events from their own lives and people significant to them. Children will use vocabulary relevant to the context and in the past tense.	<ul style="list-style-type: none"> Describe historical events. 	With adult support describe significant events from non-living memory. Children will use vocabulary in the past tense to do this and it may not be accurate.	With increasing independence and accuracy describe significant events from non-living memory. Children will use vocabulary in the past tense to do this and it will be increasingly accurate.	Independently describe significant events from non-living memory. Children will use vocabulary in the past tense to do this.
	<ul style="list-style-type: none"> Describe significant people from the past. 	With adult support show curiosity and describe significant figures from their own lives and explain why they are significant. Children will use vocabulary relevant to the context and in the past tense.	With increasing independence and accuracy describe significant figures from their own lives and explain why they are significant. Children will use vocabulary relevant to the context and in the past tense.	Independently describe significant figures from their own lives and explain why they are significant. Children will use vocabulary relevant to the context and in the past tense.	<ul style="list-style-type: none"> Describe significant people from the past 	With adult support describe significant historical figures from non-living memory. Children will use vocabulary in the past tense to do this and it may not be accurate.	With increasing independence and accuracy describe significant historical figures from non-living memory. Children will use vocabulary in the past tense to do this and it will be increasingly accurate.	Independently describe significant people from non-living memory, and explain why they are significant. Children will use vocabulary in the past tense to do this.
	<ul style="list-style-type: none"> Recognise that there are reasons why people in the past acted as they did. 	With adult support, recognise that different people act in different ways. Recognise a time that they have acted in a way differently to how they do now (this may be as simple as, when they were a baby	With increasing independence, recognise that different people act in different ways. Recognise a time that they have acted in a way differently to how they do now (this may be as simple as, when they were a baby	Independently explain the reasons why they or another acted in a certain way which may be different or unusual to us now. Children will use vocabulary relevant to the context and in the past tense.	<ul style="list-style-type: none"> Recognise that there are reasons why people in the past acted as they did. 	With adult support explain the reasons why groups of people, or significant individuals acted in a certain way which may be different or unusual to us now. Children will use vocabulary relevant to the	With increasing independence explain the reasons why groups of people, or significant individuals acted in a certain way which may be different or unusual to us now. Children will use vocabulary relevant to the	Independently explain the reasons why groups of people, or significant individuals acted in a certain way which may be different or unusual to us now. Children will use vocabulary relevant to the

		the crawled and did not walk).	the crawled and did not walk).			context and in the past tense.	context and in the past tense.	context and in the past tense.
<i>To understand chronology</i>	• Place events and artefacts in order on a time line.	With adult support, children will explore artefacts and events, and attempt to place them on a time line.	With adult support, children will begin to understand that some objects and events came before others. These events and objects will be from their own lives.	With increasing independence, children will begin to understand that some objects and events came before others. These events and objects will be from their own lives.	• Place events and artefacts in order on a time line.	With adult support, children will explore unfamiliar artefacts from events, and times new to them. They will attempt to place them on a time line.	With increasing independence, children will explore unfamiliar artefacts from events, and times new to them. They will use their historical knowledge to place them on a time line.	Independently children will explore unfamiliar artefacts from events, and times new to them. They will use their historical knowledge to place them on a time line.
	• Label time lines with words or phrases such as: past, present, older and newer.	With adult support, a template and visual prompts, children will begin to understand that the past can be presented as a time line. They will begin to represent events from their own life as a time line. This may be as simple as sequencing pictures.	With a template and visual prompts, children will begin to understand that the past can be presented as a time line. They will begin to represent events from their own life as a time line.	With increasing independence children will be able to create timelines to show significant events from their own lives. They will use appropriate phrases such as past, present, older and newer	• Label time lines with words or phrases such as: past, present, older and newer.	With adult support, a template and visual prompts, children will begin to represent events from periods in history and the lives of significant individuals. They will use appropriate phrases such as past, present, older and newer.	With increasing independence, a template and visual prompts, children will begin to represent events from periods in history and the lives of significant individuals in a time line. They will use appropriate phrases such as past, present, older and newer.	Children will independently be able to represent events from periods in history and the lives of significant individuals in a time line. They will use appropriate phrases such as past, present, older and newer.
	• Recount changes that have occurred in their own lives.	With support show awareness that they have grown and changed in their lives. For example moving house, decorating their room, a new brother or sister.	With adult support and word banks begin to describe some basic changes that have happened in their own lives.	With increasing independence recount changes that have happened in their lives. Children will still use visual prompts.	• Recount changes that have occurred in their own lives.	With adult support, children will begin to recount changes in their wider circle. These changes may refer to the local area and school, rather than just their immediate family life.	With increasing independence, children will begin to recount changes in their wider circle. These changes may refer to the local area and school, rather than just their immediate family life.	Children will achieve this independently and will begin to recount broader changes in national life, or the world.
	• Use dates where appropriate.	With adult support, make reference to dates, eg days of the week, months of the year, today's date, their birthday.	With adult support, understand that dates can be used to communicate facts, eg days of the week, months of the year, today's date, their birthday.	With growing independence, understand that dates can be used to communicate facts, e.g. days of the week, months of the year, today's date, their birthday. Children will begin to show awareness of other important dates relevant to their topic, or significant people in their lives.	• Use dates where appropriate.	With adult support children will learn how to represent important dates from their topic when they are reading, talking and writing.	With increasing confidence children will use and recognise dates relevant to the topic that they are studying in reading, writing and speech.	Children will use dates from their topic independently and confidently in their reading, writing and speech.
<i>To communicate historically</i>	• 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.	With adult support children will begin to use the past tense to refer to things that happened to them yesterday, last week, at the weekend, last year etc	With increasing accuracy children will refer to recent time, and begin to refer to the passing of years. They will show some understanding of the passing of time through the aging of significant adults in their lives.	With independence, children will be able to describe the immediate past accurately, and the passing of years, and maybe even decades to describe the lives of their family members.	• 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.	With support and guidance from adults, and visual prompts such as time lines, dates etc children will begin to describe the past through the lives of significant historical figures.	With support from and adult, visual prompts, time lines etc, children will describe the passing of time in different contexts and begin to grow in confidence to describe the past through the lives of significant historical figures.	Children will be able to accurately and independently communicate using historical vocabulary. They may begin to use this spontaneously, applying it to new people, times and places.

	<ul style="list-style-type: none"> Show an understanding of the concept of nation and a nation's history. 	With adult support begin to show curiosity about the place that we live and its place in the world.	With adult support, learn the name of our nation – Great Britain.	Know that we live in Great Britain.	<ul style="list-style-type: none"> Show an understanding of the concept of nation and a nation's history. 	Begin to show curiosity about the history of Great Britain and how it has changed over time. This will be prompted by topic lessons and adult questioning.	Continue to show curiosity about the history of Great Britain in the context of significant events, places and individuals.	Understand and begin to explain that Great Britain has a history and was not always the same as it is now, e.g. through study of the Great Fire of London.
	<ul style="list-style-type: none"> Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	With adult support and a range of activities children will learn that we have a monarch and her name (NB children should also learn that a King is the male equivalent).	With adult support and a range of activities children will learn that we have a prime minister, his name & role (NB children should also know that women can become prime minister too). They should also begin to learn that we have MPs who adults vote for.	Children will be able to talk about and recognise the current monarch and prime minister. They will be able to explain a few details about them and their role in public life.	<ul style="list-style-type: none"> Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	Children will begin to understand that we have had different monarchs and prime ministers. With support they will begin to understand the concept of war and peace through immersion in a topic.	With support, children will begin to explore democracy through simple votes, discussions and debates.	With increasing independence children will continue to explore monarchy, parliament, democracy and war and peace, beginning to make links and notice patterns.

Opportunities (N/C)

Year 3	Year 4	Key Learning Objectives
<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. Savage Stone Age The Roman Empire and its Impact on Britain. What the Romans did for us A local history study. Romans Exploring historical artefacts. Romans 	<ul style="list-style-type: none"> Britain's settlement by Anglo Saxons and Scots. Who were the Anglo-Saxons? The Viking and Anglo Saxon struggle for the Kingdom of England. Who were the Anglo-Saxons? Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. Ancient Egypt 	<ul style="list-style-type: none"> To investigate and interpret the past To build an overview of world history To understand chronology To communicate historically

Milestones

Objectives	YEAR 3				YEAR 4			
	Overview of Essential Knowledge and Skills	Emerging	Developing	Secure	Overview of Essential Knowledge and Skills	Emerging	Developing	Secure
<i>To investigate and interpret the past</i>	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. 	To understand that evidence is used to investigate the past. With support children to formulate simple questions to find out about the past.	To with increasing confidence children can ask questions about a piece of evidence, e.g. What was it made for? What does that tell us about the past?	Children to use questions to compare historical civilisations and periods, for example the Ancient Egyptians and the Iron Age.	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. 	Children to formulate questions that will further their knowledge about the past. Children can use some 'expert' vocabulary.	Using technical vocabulary, children ask questions about a historical artefact or document.	Children begin to look at different sources of evidence describing an event in the past to compare and question.
	<ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiries. 	Children can suggest a number of ways you can find out information, not yet suggestion which is the most suitable.	With support, children are able to confirm where to find information from living memory (e.g. talk to someone who has lived during it) and non-living memory (library).	Children to independently suggest sources of evidence to find out a piece of information, selecting the best one and describing why.	<ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiries. 	Children to independently suggest sources of evidence to find out a piece of information, selecting the best one and describing why, using technical vocabulary.	Children can suggest sources of evidence other than books and online to find out information. With support they can choose the best for finding out a particular piece	To confidently list a range of places to find sources of evidence. Children begin to question evidence and its validity.
	<ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 	With support, children can use two pieces of evidence to find out more about an event in the past.	Children begin to use two or more pieces of evidence to find out further information about an event in the past.	Independently children can use two or more pieces of evidence to find out and describe an event in the past.	<ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 	With support, children use a range of evidence, including artefacts, historical documents and primary sources to further their knowledge about an event in the past.	Children use a range of sources to find out event in the past. Children are aware of the differences between primary and secondary sources.	Children can confidently use a number of pieces of evidence to draw conclusions about an event in the past.
	<ul style="list-style-type: none"> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	Children are beginning to understand that events can appear different from different points of view. Children can relate this to events they have witnessed in the present day.	Children can describe an event in history from the point of view of two different people, e.g. The Celtic leader Boudicca and the invading Romans.	Children can confidently describe a significant event in history, describing it from more than one point of view. Children are beginning to understand why different people view the same event differently.	<ul style="list-style-type: none"> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	Children can describe a historical event using expert vocabulary. With support they can explain why the event is different from someone with wealth than someone without.	Children can confidently describe an event from the past from two or more points of view. With some support they can describe why these accounts could be different, thinking about wealth and gender and power.	Children can confidently describe an event from the past from two or more points of view. They can independently describe why these accounts could differ, referencing social status, power and wealth.
	<ul style="list-style-type: none"> Suggest causes and consequences of some of the main events and changes in history. 	Children can independently describe an event in the past. They begin to think of reasons the event happened.	Children can independently describe an event in the past and describe why and how it happened. They begin to think about the consequences of it.	Using technical language children explain a major event, e.g. The Roman Invasion in Britain, and the consequences of it.	<ul style="list-style-type: none"> Suggest causes and consequences of some of the main events and changes in history. 	Using appropriate language, children can describe a significant event in history. With support, they can describe the causes and consequences of it.	With increasing confidence, children can describe more than one cause and consequence of a significant event in history.	Using expert language children describe in greater depth several causes and consequences of an event in history.

<i>To build an overview of world history</i>	• Describe changes that have happened in the locality of the school throughout history.	Children know that the school and local area looked different in the past. They can order photographs from oldest to present day.	Children know that their school and local area has changed over time from farmland to a built up area. Children can confirm the approximate age of the school.	Children can talk fluently about their school and surrounding area, including approximately how old it is, what was there before it and at least one other thing that was present in the area in the past.	• Describe changes that have happened in the locality of the school throughout history.	Children can begin describe changes that have taken place in the school and local area, including farming, the industrial revolution and World War II (if applicable).	Children can independently describe changes that have happened in the local area, using technical vocabulary.	Using several historical sources children can confidently describe the local area, referencing major events that changed the landscape.
	• Give a broad overview of life in Britain from ancient until medieval times.	Children know that life in Britain has changed significantly over time. With support, they can discuss the earliest humans living during the Stone Age. They can order pictured events on a time line; they may need support to do this.	Children know that life in Britain has changed significantly over time. They can discuss the earliest humans living during the Stone Age. They can order 4 or more events on a time line, beginning to use clues in the images to support them.	Children can independently explain that life in Britain has changed significantly over time. They can confidently order 5 pictured events on a time line, naming some of them.	• Give a broad overview of life in Britain from ancient until medieval times.	Children can order periods in time from the Stone Age to medieval Britain. They can describe what Britain was like for the inhabitants for some of these eras.	With some support, Children can describe the major eras and periods in time from the Palaeolithic Era to the period preceding the Tudors. Children use expert language, and know the order they occurred.	Children can confidently describe the major eras and periods in time from the Palaeolithic Era to the period preceding the Tudors. Children use expert language, and know the order they occurred.
	• Compare some of the times studied with those of other areas of interest around the world.	Children begin to describe two different events and civilisations in history, such as The Romans and The Ancient Egyptians.	Children can describe two different events in different parts of the world. They are beginning to make simple comparisons.	Children can independently discuss two different events around the world. They can describe simple similarities and differences independently.	• Compare some of the times studied with those of other areas of interest around the world.	Children can discuss two or more different civilisations from around the world independently. They can make simple comparisons about food, clothing and housing.	Children can discuss two or more different civilisations from around the world independently. They can compare and contrast different aspects of them independently.	Children can confidently compare two or more different civilisations from around the world. They are able to make a number of observations independently.
	• Describe the social, ethnic, cultural or religious diversity of past society.	Children begin to describe some social, and cultural differences of a past society they are studying with support, such as slaves and masters in the Roman times.	Children can describe some social and ethnic differences of a past society independently. They can compare and contrast it to their own culture.	Children can describe some social and ethnic differences of a past society, using comparative language and opposition conjunctions, such as 'in contrast.'	• Describe the social, ethnic, cultural or religious diversity of past society.	With some prompting, children can discuss the social, ethnic and cultural differences within a civilisation they have studied.	Children can independently discuss some social, ethnic and cultural differences within a civilisation they have studied. They can describe different faiths worshipped then.	Children can fluently discuss the social, ethnic, cultural and religious diversity of a civilisation they have studied. They may also refer to inequality and religious persecution.
	• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Children can describe a historical event. They are beginning to understand that some attitudes and ideas were very different to the present day. With support they can describe how men, women and children had different experiences.	Children can describe a historical event. They understand that some attitudes and ideas were very different to the present day, and are beginning to describe how. They can give examples how men, women and children had experiences.	Children can independently describe a historical event. They understand that some attitudes and ideas were very different to the present day, and are can describe how. They can give examples how men, women and children had different experiences.	• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Children can fluently discuss differences in attitudes and beliefs in a point in history. They can explain the different experiences men, women and children had, citing primary historical sources.	Children can fluently discuss differences in attitudes and beliefs in a point in history. They can explain the different experiences men, women and children had, citing primary historical sources.	Children can fluently discuss differences in attitudes and beliefs in a point in history. They can explain the different experiences men, women and children had, citing primary historical sources.
<i>To understand chronology</i>	•Place events, artefacts and historical figures on a time line using dates.	Children can order events and artefacts on an undated time line. They understand that it moves from oldest to most recent. With support, they can match dates to events, including the Romans conquering Britain.	Children can order events and artefacts on a time line, labelled B.C and A.D. They understand that it moves from oldest to most recent. They can match dates to events, including the Romans conquering Britain.	Children can independently order and date events and artefacts on a time line. They understand that a timeline moves from oldest to most recent, and can label it B.C and A.D.	•Place events, artefacts and historical figures on a time line using dates.	Children can independently order and date events and artefacts on a time line. They are beginning to understand that B.C dates 'move backwards' towards A.D.	Children can independently order and date events and artefacts on a time line. They understand the chronology of B.C. and A.D times.	Children can independently order and date events (B.C and A.D) on a time line. They can also add other notable events that occurred during these periods, dating them accurately.

	<ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a time line. 	Children can use technical vocabulary such as <i>Era</i> and <i>Period</i> to describe past events. They may need support naming them.	Children can use technical vocabulary such as <i>Era</i> and <i>Period</i> to describe past events. They can order historic events they have learnt during the year from oldest to most recent.	Children can use technical vocabulary such as <i>Era</i> and <i>Period</i> to describe past events. They can order historic events they have learnt during the year from oldest to most recent. They know that B.C is before A.D.	<ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a time line. 	With support, children can describe changes that have occurred over periods in time, citing evidence and historical sources on a timeline.	Children can describe changes that have occurred over periods in time on a timeline. They can recall some facts to support their statements.	Children can confidently describe changes that have occurred over periods in time, citing evidence and historical sources on a timeline.
	<ul style="list-style-type: none"> Use dates and terms to describe events. 	With some scaffolding, children can describe historical events they have learnt.	Children can describe historical events they have learnt, accurately stating dates. With support they can begin to use expert language	Children can confidently describe historical events, accurately stating dates and using some expert language.	<ul style="list-style-type: none"> Use dates and terms to describe events. 	Children can discuss some notable events from the past. They are able to accurately state the dates they occurred, and can use expert language to add additional detail.	Children can fluently discuss some notable events from the past. They can use terms and dates accurately to add detail, and can use historical terms such as 'uprising.'	Children can fluently discuss some notable events from the past. They can use terms and dates accurately to add detail. They are beginning to describe the events from more than one point of view.
To communicate historically	<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. 	With support (e.g. word banks, glossaries, and speaking frames), children will begin to use more sophisticated historical vocabulary to communicate historically in writing and speech.	With more independence from support materials in their writing and speech (e.g. word banks, glossaries, and speaking frames), children will begin to use more sophisticated historical vocabulary to communicate historically in writing and speech.	Children can independently use more sophisticated historical vocabulary to communicate historically in writing and speech.	<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 	With support use appropriate historical vocabulary to communicate the past through a variety of media and using different genres e.g. historical report, time lines, video, reconstructions.	With increasing independence use appropriate historical vocabulary to communicate the past through a variety of media and using different genres e.g. historical report, time lines, video, reconstructions.	Confidently use appropriate historical vocabulary to communicate the past through a variety of media and using different genres e.g. historical report, time lines, video, reconstructions.
	<ul style="list-style-type: none"> Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	Apply their literacy, numeracy and computing skills appropriate to their year group's expectations, in order to communicate information about the past	Apply their literacy, numeracy and computing skills appropriate to their year group's expectations, in order to communicate information about the past	Apply their literacy, numeracy and computing skills appropriate to their year group's expectations, in order to communicate information about the past	<ul style="list-style-type: none"> Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	Apply their literacy, numeracy and computing skills appropriate to their year group's expectations, in order to communicate information about the past	Apply their literacy, numeracy and computing skills appropriate to their year group's expectations, in order to communicate information about the past	Apply their literacy, numeracy and computing skills appropriate to their year group's expectations, in order to communicate information about the past
	<ul style="list-style-type: none"> Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>Show curiosity about monarchy, parliament, democracy, war and peace through studying new historical periods, events, significant figures and places.</p> <p>Children will be supported to make simple links and notice simple patterns when studying historical overviews.</p>	<p>Explore concepts such as monarchy, parliament, democracy and war and peace more independently and through discussion.</p> <p>Children will show increasing confidence to make simple links and notice simple patterns when studying historical overviews and between time periods/ civilisations.</p>	<p>Explore concepts such as monarchy, parliament, democracy and war and peace more independently and through discussion.</p> <p>Children will independently make simple links and notice simple patterns when studying historical overviews and between time periods/ civilisations.</p>	<ul style="list-style-type: none"> Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>With support children will be able to recognise and name a number of civilisations throughout history.</p> <p>With support children will be able to simply explain the role of and give examples of monarchs (or even their changing role), democracy, as well as war and peace.</p>	<p>With increasing independence, children will be able to recognise and name a number of civilisations throughout history.</p> <p>They will begin to be able to simply explain the role of and give examples of monarchs (or even their changing role), democracy, as well as war and peace.</p>	<p>Children will be able to independently recognise and name a number of civilisations throughout history.</p> <p>They will be able to simply explain the role of and give examples of monarchs (or even their changing role), democracy, as well as war and peace.</p>

Opportunities (N/C)

Year 5	Year 6	Key Learning objectives
<ul style="list-style-type: none"> • Ancient Greece. Greatest Greeks • A study of a theme in British history. Now that's what I call the 1960s • The Viking and Anglo-Saxon struggle for the Kingdom of England. The Vikings are coming! 	<ul style="list-style-type: none"> • A local history study. Banksy's Bristol • A non- European society that contrasts with British history :- Mayan Civilization Mysterious Mayans • A study of a theme in British history. Bristol Street Art / Curious Crime 	<ul style="list-style-type: none"> • To investigate and interpret the past • To build an overview of world history • To understand chronology • To communicate historically

Milestones

Objectives	YEAR 5				YEAR 6			
	Overview of Essential Knowledge and Skills	Emerging	Developing	Secure	Overview of Essential Knowledge and Skills	Emerging	Developing	Secure
<i>To investigate and interpret the past</i>	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. 	With adult support through guided discussion children will use a variety of source material to deduce and infer information about the past and come to their own conclusions. They will be starting to support their deductions with evidence.	Through guided discussions children will use a variety of source material to deduce and infer information about the past and come to their own conclusions. They will be starting to support their deductions with evidence.	Through more independent group discussions children will use a variety of source material to deduce and infer information about the past and come to their own conclusions. They will be starting to support their deductions with evidence.	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. 	Children will need some support to use a wide variety of source material to deduce and infer information about the past and come to their own conclusions. They will be starting to support their deductions with evidence.	Children will be growing in confidence to independently use a wide variety of source material to deduce and infer information about the past and come to their own conclusions. They will be starting to support their deductions with evidence. They may be able to begin to do this for periods they are not familiar with.	Children will confidently and independently use a wide variety of source material to deduce and infer information about the past and come to their own conclusions. They will be able to support their deductions with evidence. They may be able to begin to do this for periods they are not familiar with.
	<ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. 	Children will know how to locate a variety of sources and with adult guidance, be able to select suitable sources to answer historical questions. They may not be able to give valid reasons for their choices.	Children will know how to locate a variety of sources and with adult guidance, be able to select suitable sources to answer historical questions. With support, and through discussion they will recognise reasons for their choices, and begin to suggest reasons themselves.	Children will know how to locate a variety of sources and with increasing independence, be able to select suitable sources to answer historical questions. With a little support, and through discussion they will recognise reasons for their choices, and begin to suggest reasons themselves.	<ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. 	With some adult support and guidance children will be able to select suitable sources of evidence collected from their own research, and those sources given. They will begin to independently communicate the reason for their choices in a variety of ways.	Children will, with increasing independence, children will be able to select suitable sources of evidence collected from their own research, and those sources given. They will begin to independently communicate the reason for their choices in a variety of ways.	Children will independently select suitable sources of evidence collected from their own research, and those sources given. They will be able to independently communicate the reason for their choices in a variety of ways.
	<ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past. 	With adult support, and through heavily guided discussions children will be able to use sources of information to form a testable hypotheses about the past. E.g. 'All German people supported the Nazi party in 1940).	With some adult support, and through guided discussions children will be able to use sources of information to form a testable hypotheses about the past. E.g. 'All German people supported the Nazi party in 1940).	With a little adult support, and sometimes through guided discussions children will be able to use sources of information to form a testable hypotheses about the past. E.g. 'All German people supported the Nazi party in 1940).	<ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past. 	With increasing independence, and sometimes through guided discussions children will be able to use sources of information to form a testable hypotheses about the past. E.g. 'All German people supported the Nazi party in 1940).	Children will sometimes independently and through independent group discussion be able to use sources of information to form a testable hypotheses about the past. E.g. 'All German people supported the Nazi party in 1940).	Children confidently and independently and through group discussion, and independent work, be able to use sources of information to form a testable hypotheses about the past. E.g. 'All German people supported the Nazi party in 1940).
	<ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. 	With adult support, through providing a range of sources material, and mediums to access a variety of sources, children will seek out and analyse a wide range of evidence. Children will require adult support through guided discussions in order to justify claims	With adult support, through providing a range of sources material, and mediums to access a variety of sources, children will seek out and analyse a wide range of evidence. Children will require some adult support through guided discussions	With a little adult support, through providing a range of sources material, and mediums to access a variety of sources, children will seek out and analyse a wide range of evidence. Children will require a little adult support through guided discussions in order to	<ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. 	Using a variety of media, children will be growing in confidence and independence to seek out and analyse a wide range of evidence in order to justify claims about the past. Their claims will be increasingly accurate and justified, though they may	Using a variety of media, children will independently seek out and analyse a wide range of evidence in order to justify claims about the past. Their claims will be increasingly accurate and justified.	Using a variety of media, children will confidently and independently seek out and analyse a wide range of evidence in order to justify claims about the past. Their claims will be increasingly accurate and justified.

		about the past. Their claims may not always be accurate.	in order to justify claims about the past.	justify claims about the past.		still rely upon guided discussions to form their ideas.		
	• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	With adult support and through guided discussions children will begin to an awareness of the concept of propaganda. They will begin to learn, but may not fully understand why it is important that historians must understand the social context of evidence studied.	With more independence and through guided discussions children will begin to an awareness of the concept of propaganda and begin to recognise it when given sources. They will show more awareness of why it is important that historians understand the social context of evidence studied.	With more independence and through guided discussions children will begin to an awareness of the concept of propaganda and begin to recognise it when given sources. They will show more awareness of why it is important that historians understand the social context of evidence studied.	• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	Children will grow in confidence to identify propaganda, they see themselves as historians who are able to cast a critical eye upon sources to seek out bias. They show that they understand that historians must be aware of the social context of evidence studied. They will begin to apply this to their own lives.	Children will continue grow in independence to identify propaganda, they see themselves as historians who are able to cast a critical eye upon sources to seek out bias. They show that they understand that historians must be aware of the social context of evidence studied. They will begin to apply this to their own lives.	Children show that they are acutely aware of the concept of propaganda, they see themselves as historians who are able to cast a critical eye upon sources to seek out bias. They show that they understand that historians must be aware of the social context of evidence studied. They will begin to apply this to their own lives.
	• Understand that no single source of evidence gives the full answer to questions about the past.	With support, and through guided discussions, children will begin to recognise that no single source of evidence gives the full answer to questions about the past. Through being provided with contrasting views, or several sources to examine, they will be guided to understand the importance of using a variety of sources to answer questions about the past more thoroughly.	With more independence, and through guided discussions, children will begin to recognise that no single source of evidence gives the full answer to questions about the past. Through being provided with contrasting views, or several sources to examine, they will be guided to understand the importance of using a variety of sources to answer questions about the past more thoroughly.	With increasing independence, and through guided discussions, children will begin to recognise that no single source of evidence gives the full answer to questions about the past. Through being provided with contrasting views, or several sources to examine, they will be guided to understand the importance of using a variety of sources to answer questions about the past more thoroughly.	• Understand that no single source of evidence gives the full answer to questions about the past.	Children will be increasingly aware that in order to answer questions, and create a picture of a past time, place or historical figure, it is essential to use a variety of different sources, from different origins. With a little support they will be able to seek out their own sources, as well as examining those given to them.	Children will have grown aware that in order to answer questions, and create a picture of a past time, place or historical figure, it is essential to use a variety of different sources, from different origins. They will be able to seek out their own sources, as well as examining those given to them.	Children will be acutely aware that in order to answer questions, and create a picture of a past time, place or historical figure, it is essential to use a variety of different sources, from different origins. They will be able to seek out their own sources, as well as examining those given to them.
	• Refine lines of enquiry as appropriate.	When faced with a historical question or hypothesis, children will need guidance through discussion and scaffolding to begin their research, and refine their lines of enquiry.	When faced with a historical question or hypothesis, children will be growing in confidence, but still need guidance through discussion and scaffolding to begin their research, and refine their lines of enquiry.	When faced with a historical question or hypothesis, children will be growing in confidence, but still need guidance through discussion and scaffolding to begin their research, and refine their lines of enquiry. They may begin to explain their decisions for taking certain lines of enquiry, and discarding others.	• Refine lines of enquiry as appropriate.	When faced with a historical question or hypothesis, children will begin to independently be able to initiate research and refine their lines of enquiry. With guidance, they will begin to able to explain their decisions for taking certain lines of enquiry, and discarding others.	When faced with a historical question or hypothesis, children will independently be able to initiate research and refine their lines of enquiry. They will begin to able to explain their decisions for taking certain lines of enquiry, and discarding others.	When faced with a historical question or hypothesis, children will independently and confidently be able to initiate research and refine their lines of enquiry. They will be able to explain their decisions for taking certain lines of enquiry, and discarding others.
<i>To build an overview of world history</i>	• Identify continuity and change in the history of the locality of the school.	With support children will identify continuity and change in the locality of their school. This may still be quite superficial, such as land use, more/ fewer shops, more/ fewer schools, types of housing etc. Children may not make connections to the wider socio/economic circumstances (e.g.	With support children will identify continuity and change in the locality of their school. This may still be quite superficial, such as land use, more/ fewer shops, more/ fewer schools, types of housing etc. Children may not make connections to the wider socio/economic circumstances (e.g.	With more independence children will identify continuity and change in the locality of their school. This may still be quite superficial, such as land use, more/ fewer shops, more/ fewer schools, types of housing etc. Children will begin to make connections to the wider socio/economic circumstances (e.g.	• Identify continuity and change in the history of the locality of the school.	Children may still need support to independently identify continuity and change in the history of the school. They be supported to notice more subtle and sophisticated changes, such as shifts in the demographic of areas, the demand for school places etc. With guidance they will begin to link this	Children will grow in confidence and begin to independently identify continuity and change in the history of the school. They will begin to notice more subtle and sophisticated changes, such as shifts in the demographic of areas, the demand for school places etc. They will link this to	Children will be able to confidently and independently identify continuity and change in the history of the school. They will notice more subtle and sophisticated changes, such as shifts in the demographic of areas, the demand for school places etc. They will link this to the wider

	Windrush, WWII) without guidance and support. Children will need support to gather source material.	Windrush, WWII) without guidance and support. Children will need support to gather source material.	Windrush, WWII) without guidance and support. Children may begin to gather their own source material.		to the wider socio/economic situation during periods that they have studied. These children will begin to independently seek out and identify sources which will be useful for identifying continuity and change in the locality of the school.	the wider socio/economic situation during periods that they have studied. These children can independently seek out and identify sources which will be useful for identifying continuity and change in the locality of the school.	socio/economic situation during periods that they have studied. These children can independently seek out and identify sources which will be useful for identifying continuity and change in the locality of the school.
<ul style="list-style-type: none"> Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. <p><u><i>This does not necessarily have to be a timeline, children should be taught to present an overview in a variety of ways.</i></u></p>	With adult support, and as a result of discussions, children will be able to communicate an overview using some appropriate historical vocabulary and an appropriate presentational style. With adult support they will be able to include a small number of key events/ figures, as well as dates, and names of historical periods. These may sometimes be incorrectly placed in the chronology.	With increasing independence, and as a result of discussions, children will be able to communicate an overview using an increasingly appropriate historical vocabulary and presentational style. With adult support they will be able to include a small number of key events/ figures, as well as dates, and names of historical periods. Most events/ key figures will be placed correctly in the chronology.	As a result of discussions, children will be able to communicate an overview using an increasingly appropriate historical vocabulary and presentational style. With increasing independence they will be able to include a greater number of significant key events/ figures, as well as dates, and names of historical periods. Children may add in key events and figures from their own knowledge and there will be a greater detail and accuracy.	<ul style="list-style-type: none"> Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. 	Children will be growing in independence to give a broad overview using appropriate historical vocabulary, and begin to show confidence to use more original presentational styles. They will be able to include more significant historical events, and key figures. They will understand that the onus of an overview should be on breadth, rather than depth, and this will be clear from their work. There will be a greater accuracy to their work than previously.	Children will begin to independently give a broad overview using appropriate historical vocabulary, and begin to show confidence to use more original presentational styles. They will be able to include a greater number of significant historical events, and key figures. They will understand that the onus of an overview should be on breadth, rather than depth, and this will be clear from their work. There will be a greater accuracy to their work than previously.	Children will independently and confidently give a broad overview using appropriate historical vocabulary, and original presentational styles. They will be able to include a greater number of significant historical events, and key figures. They will understand that the onus of an overview should be on breadth, rather than depth, and this will be clear from their work. There will be a greater accuracy to their work than previously.
<ul style="list-style-type: none"> Compare some of the times studied with those of the other areas of interest around the world. 	With support and encouragement children will begin to show interesting widening their historical knowledge and compare time periods studied, with other areas of interest around the world. This may be initiated through independent reading/ research, as well as directed, learning. Comparisons may be quite simplistic and they may require adult support to make them.	With increasing curiosity children will begin to show interesting widening their historical knowledge and compare time periods studied, with other areas of interest around the world. This may be initiated through independent reading/ research, as well as directed, learning. Comparisons may be quite simplistic, but will grow in independence to identify similarities and differences.	Children will show interesting widening their historical knowledge and compare time periods studied, with other areas of interest around the world. This will be initiated through independent reading/ research, as well as directed, learning. Comparisons may be quite simplistic, but will independently identify similarities and differences.	<ul style="list-style-type: none"> Compare some of the times studied with those of the other areas of interest around the world. 	With adult support and guided discussions, children will show curiosity about furthering their historical knowledge of the world. They will begin to choose times and places significant to them, or of interest to them study. They will begin to identify more complex events, patterns and figures to compare and do this in growing detail. They will need adult support and guided discussions to do this.	Children will grow in independence to further their historical knowledge of the world choosing times and places significant to them, or of interest to them study. They will begin to identify more complex events, patterns and figures to compare and do this in growing detail. They may need adult support and guided discussions to do this.	Children will independently seek to further their historical knowledge of the world choosing times and places significant to them, or of interest to them study. They will identify more complex events, patterns and figures to compare and do this in growing detail.
<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. 	Children will continue to contribute to guided discussions and identify social, ethnic, cultural and religious diversity of a civilisation they have studied, and with support they will also begin to identify patterns, and themes throughout history. They will choose from a	With greater confidence, children will continue to discuss the social, ethnic, cultural and religious diversity of a civilisation they have studied, and with support they will begin to identify patterns, and themes throughout history.	With greater independence, children will continue to discuss the social, ethnic, cultural and religious diversity of a civilisation they have studied, and will begin to identify patterns, and themes throughout history.	<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. 	Children will continue to identify diversity in past societies, and recognise patterns and themes throughout history. Through group discussions and with adult support children will growing in confidence to identify change and continuation,	Children will increase in confidence to identify diversity in past societies, and recognise patterns and themes throughout history. They will be growing in confidence to identify change and continuation, as well as making comparisons.	Children will have the ability to identify diversity in past societies, and recognise patterns and themes throughout history. They will be able to identify change and continuation, as well as making comparisons. They will follow their own interests, and delve deeper

		<p>variety of presentation methods to communicate their work.</p> <p>With support and through guided discussions they will also be able to refer to inequality and religious persecution.</p>	<p>With support and through guided discussions they will also be able to refer to inequality and religious persecution.</p>	<p>With support and through guided discussions they will also be able to refer to inequality and religious persecution.</p>		<p>as well as making comparisons.</p> <p>Their curiosity to follow their own interests is growing, and ability to delve deeper into themes of diversity using a variety of media to research further.</p> <p>Children will show greater independence and ability to select appropriate ways to present and communicate their ideas.</p>	<p>Their curiosity to follow their own interests is growing, and ability to delve deeper into themes of diversity using a variety of media to research further.</p> <p>Children will show greater independence and ability to select appropriate ways to present and communicate their ideas.</p>	<p>into themes of diversity using a variety of media to research further.</p> <p>Children will independently choose more appropriate ways to present and communicate their ideas</p>
	<p>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p>Through guided discussion and modelling of research, children will be guided to explore the characteristic features of the past for different genders and age groups. They will be provided with a variety of sources and research methods, and will choose from a variety of presentation methods to communicate their work.</p> <p>With support they will begin to identify patterns and themes throughout history, and will begin to notice inequality and struggle.</p>	<p>With greater confidence in guided discussion and modelling of research, children will be guided to explore the characteristic features of the past for different genders and age groups. They will be provided with a variety of sources and research methods to communicate their work.</p> <p>With support they will begin to identify patterns and themes throughout history, and will begin to notice inequality and struggle.</p> <p>With support they will begin to identify patterns and themes throughout history, and will begin to notice inequality and struggle.</p>	<p>With greater independence in guided discussion and modelling of research, children will be guided to explore the characteristic features of the past for different genders and age groups. They will be provided with a variety of sources and research methods to communicate their work, and may be able to source their own information, though this may not always be appropriate.</p> <p>With greater independence they will begin to identify patterns and themes throughout history, and will begin to notice inequality and struggle.</p> <p>With more independence they will begin to identify patterns and themes throughout history, and will begin to notice inequality and struggle.</p>	<p>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p>Children will continue to identify themes in attitudes towards different genders and age groups in past societies, and recognise patterns and themes throughout history. Through group discussions and with adult support children will be growing in confidence to identify change and continuation, as well as making comparisons.</p> <p>Their curiosity to follow their own interests is growing, and ability to delve deeper into themes of diversity using a variety of media to research further.</p> <p>Children will show greater independence and ability to select appropriate ways to present and communicate their ideas.</p>	<p>Children will increase in confidence to identify themes in attitudes towards different genders and age groups in past societies, and recognise patterns and themes throughout history. They will be growing in confidence to identify change and continuation, as well as making comparisons.</p> <p>Their curiosity to follow their own interests is growing, and ability to delve deeper into themes of diversity using a variety of media to research further.</p> <p>Children will show greater independence and ability to select appropriate ways to present and communicate their ideas.</p>	<p>Children will have the ability to identify themes in attitudes towards different genders and age groups in past societies, and recognise patterns and themes throughout history. They will be able to identify change and continuation, as well as making comparisons.</p> <p>They will follow their own interests, and delve deeper into themes of diversity using a variety of media to research further.</p> <p>Children will independently choose more appropriate ways to present and communicate their ideas.</p>
<p><i>To understand chronology</i></p>	<p>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>With adult support, children will access a variety of source material to describe a period in history. They are beginning to identify the main changes during that period. With support they are beginning to reference historical terms, although they may not always be accurate.</p>	<p>With increasing independence children can access a variety of source material to describe a period in history. They are beginning to identify the main changes during that time. With some support they are beginning to reference the social, religious and political changes.</p>	<p>Children can independently access a variety of source material to describe a period in history. They can identify the main changes during that time, referencing some of the social, religious and political changes.</p>	<p>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>Children with increasing confidence can access a variety of source material to describe a period in history. They can identify the main changes during that time, referencing some of the social, religious and political events that spearheaded this change.</p>	<p>Children are beginning to independently access a variety of source material to describe a period in history. They can identify the main changes during that time, referencing some of the social, religious and political events that spearheaded this change.</p>	<p>Children can access a variety of source material to describe a period in history confidently. They can identify the main changes during that time, referencing the social, religious and political events that spearheaded this change.</p>

	<ul style="list-style-type: none"> Identify periods of rapid change in history and contrast them with times of relatively little change. 	With adult support and access to a variety of source material, children can begin to identify periods of rapid change in history and contrast them with quieter periods.	With more independence children can identify periods of rapid change in history and contrast them with quieter periods. They will be starting to support their statements with historical sources.	Children can independently identify periods of rapid change in history and contrast them with quieter periods. This will be presented in a variety of different writing genres. Some of their statements will be supported with evidence.	<ul style="list-style-type: none"> Identify periods of rapid change in history and contrast them with times of relatively little change. 	With support children can identify periods of rapid change in history and contrast them with quieter periods. This will be presented in a variety of different writing genres, sometimes beginning to be supported by empirical sources.	With increasing confidence children identify periods of rapid change in history and contrast them with quieter periods. This will be presented in a variety of different writing genres, sometimes supported by empirical sources.	Children can independently identify periods of rapid change in history and contrast them with quieter periods. This will be presented in a variety of different writing genres, fully supported by empirical sources.
	<ul style="list-style-type: none"> Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 	With adult support, children will access a variety of source material to complete a time line accurately. They are beginning to identify and discuss periods of calm and change. They will do this by beginning to cite monarch's reigns and some of their beliefs. They may not always be accurate.	Children will access a variety of source material to complete a time line accurately. They are beginning to identify and discuss periods of calm and change. They will do this by beginning to cite monarch's reigns and some of their beliefs.	Children will be able to present a time line accurately and independently. They can identify and discuss periods of calm and change. They will do this by citing monarch's reigns, and some of their beliefs. They will be able to evidence some of their statements with historical sources and facts.	<ul style="list-style-type: none"> Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 	Through guided discussion and some support, children can complete a time line accurately. They can discuss periods of calm and change using increasingly sophisticated vocabulary and terminology, discussing monarchs and government and their political beliefs.	With growing confidence, children can complete a time line accurately. They can discuss periods of calm and change using increasingly sophisticated vocabulary and terminology, discussing monarchs and government and their political beliefs.	With confidence, children can complete a time line accurately. They can discuss periods of calm and change using sophisticated vocabulary and terminology, including monarchs, governments and their political persuasions, ideology and religious beliefs.
	<ul style="list-style-type: none"> Use dates and terms accurately in describing events. 	With support (e.g. word banks, glossaries) children will begin to use more sophisticated vocabulary to describe an event in history citing dates and terms with increasing accuracy.	With more independence children will begin to use appropriate vocabulary to describe an event in history citing dates and terms with increasing accuracy.	Children will begin to use more sophisticated vocabulary to describe an event in history citing dates and terms accurately.	<ul style="list-style-type: none"> Use dates and terms accurately in describing events. 	With support children will be able to cite historical dates and use historical terminology to describe notable events from the past. They will be able to communicate this verbally and through different writing genres.	With increasing confidence and accuracy, children will be able to cite historical dates and use sophisticated terminology to describe notable events from the past. They will be able to communicate this verbally and through different writing genres.	With confidence and accuracy, children will be able to cite historical dates and use sophisticated terminology to describe notable events from the past. They will be able to communicate this verbally and through different writing genres.
To communicate historically	<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. 	With support (e.g. word banks, glossaries, and speaking frames), children will begin to use more sophisticated historical vocabulary to communicate historically through a variety of media.	With more independence from support materials in their writing and speech (e.g. word banks, glossaries, and speaking frames), children will begin to use more sophisticated historical vocabulary to communicate historically through a variety of media.	Children can independently use more sophisticated historical vocabulary to communicate historically through a variety of media.	<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. 	With support use appropriate historical vocabulary to communicate the past through a variety of media and using different genres e.g. historical report, time lines, video, reconstructions.	With increasing independence use appropriate historical vocabulary to communicate the past through a variety of media and using different genres e.g. historical report, time lines, video, reconstructions.	Confidently use appropriate historical vocabulary to communicate the past through a variety of media and using different genres e.g. historical report, time lines, video, reconstructions.
	<ul style="list-style-type: none"> Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 	Apply their literacy, numeracy and computing skills appropriate to their year group's expectations, in order to communicate information about the past.	Apply their literacy, numeracy and computing skills appropriate to their year group's expectations, in order to communicate information about the past	Apply their literacy, numeracy and computing skills appropriate to their year group's expectations, in order to communicate information about the past	<ul style="list-style-type: none"> Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 	Apply their literacy, numeracy and computing skills appropriate to their year group's expectations, in order to communicate information about the past	Apply their literacy, numeracy and computing skills appropriate to their year group's expectations, in order to communicate information about the past	Apply their literacy, numeracy and computing skills appropriate to their year group's expectations, in order to communicate information about the past

	<ul style="list-style-type: none"> • Use original ways to present information and ideas. 	<p>With adult support, children will be given guidance on a variety of ways to present their information. They will begin to make choices about how best to communicate historically under different circumstances, and adapt templates and structures given to them. They may need support to explain their choices.</p>	<p>With growing independence, children will be given guidance on a variety of ways to present their information. They will begin to make choices about how best to communicate historically under different circumstances, and adapt templates and structures given to them. They may need support to explain their choices.</p>	<p>Children will independently, choose from a variety of ways to present their information. They will begin to make choices about how best to communicate historically under different circumstances, and adapt templates and structures given to them. They may need support to explain their choices.</p>	<ul style="list-style-type: none"> • Use original ways to present information and ideas. 	<p>Through guided discussion children will begin to independently generate original ways about how they present historical information, and ideas. They may need adult support to do this. They will draw upon knowledge from a variety of media, and be able to give reasons for their choices.</p>	<p>With growing confidence, children will independently generate original ways about how they present historical information, and ideas. They will draw upon knowledge from a variety of media, and be able to give reasons for their choices.</p>	<p>With confidence, children will independently generate original ways about how they present historical information, and ideas. They will draw upon knowledge from a variety of media, and be able to give reasons for their choices. This may be independently, or collaboratively.</p>
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