



History

Progression of Skills Milestones

Skills	EYFS	Milestone 1 (End of KS1 – Years 1-2)	Milestone 2 (End of LKS2 – Years 3-4)	Milestone 3 (End of UKS2 – Years 5-6)
Chronological Knowledge	<ul style="list-style-type: none"> To know that someone's age is the time since they were born. To know that they started life as a baby but have since grown and changed. To know that some people are older than others. To know that parents are older than children and grandparents are older than parents. To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year. Begin to sequence events when describing them (e.g. daily routines, events in a story) Recognising that some stories are set a long time ago. Recognising 	<ul style="list-style-type: none"> Understand that a timeline shows the chronological order of events, starting from the present and looking back into the past. Know the difference between the past and the present. Understand that within living memory refers to events within the last 100 years, and beyond living memory refers to events more than 100 years ago. Recognise that historical events can last for different lengths of time. Know that a decade is a period of ten years. Use common time vocabulary (e.g. now, then, before, after, long ago) to describe the passing of time. 	<ul style="list-style-type: none"> To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. To know that BC means 'before Christ' and is the term used to date the years before Jesus was born. To know that AD means Anno Domini and can be used to show years from the year 1AD. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were 	<ul style="list-style-type: none"> To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century) To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Tudors, Greeks, Aztecs, and Victorians Sequence events on a timeline and relate them to periods studied in previous year groups. Understand the meaning of a century and how historical dating by centuries works. Place dates within the correct century. Use the terms AD and BC accurately when referring to time periods. Use relevant dates, period names and historical terms (e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-



	<p>significant dates for them (birthday).</p> <ul style="list-style-type: none">• Begin to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)• Recounting activities that happened in their past using photos as a prompt.• Use logical reasoning to Explain simple instructions and predict the outcome.	<ul style="list-style-type: none">• Sequence events from their own lives, artefacts or photographs from different periods, and historical stories in chronological order.• Place events on a timeline, including those studied over time, and begin to show the intervals between them.• Recognise that events last for different lengths of time.• Understand where the people and events they study fit within a broader chronological framework.• Articulate that decomposition means breaking a problem down into smaller parts.• Decompose a game to predict the algorithms used to create it• Use logical reasoning to predict the behaviour of simple programs.• Develop the skills associated with sequencing in unplugged activities.	<p>commonly used to make tools.</p> <ul style="list-style-type: none">• To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.• To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled• Explain the purpose of an algorithm.• Use logical thinking to explore more complex software; predicting, testing and explaining what it does.• Use logic, pattern recognition and decomposition to solve simple problems.• Use decomposition to solve a problem by finding out what code was used.• Use decomposition to Explain the purpose of a script of code.• Identify patterns through unplugged activities.	<p>Saxons, Vikings, Greeks, Tudors, Aztecs, Victorians).</p> <ul style="list-style-type: none">• Develop a chronologically secure understanding of British, local and world history across the periods studied.• Place periods, events and contexts accurately on a timeline.• Relate current studies to previously learned periods of history.• Compare and make connections between different historical contexts.• Sequence multiple events accurately on a timeline (e.g. 10 or more events).• Decompose animations into a series of images.• Decompose a program without support.• Decompose a story to be able to plan a program to tell a story.• Predict how software will work based on previous experience.• Write more complex algorithms for a purpose.• Write increasingly complex algorithms for a purpose.
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		<ul style="list-style-type: none"> • Explain what an algorithm is. • Follow an algorithm. • Create a clear and precise algorithm. • Explain that programs are executed by following precise instructions. • Incorporate loops within algorithms. 	<ul style="list-style-type: none"> • Use abstraction to identify the important parts when completing both plugged and unplugged activities. • Work towards a given goal that a program needs to accomplish. Breaking down what they want to achieve into smaller, manageable parts. 	<ul style="list-style-type: none"> • Analyse the effectiveness of prompts and refine them for improved AI outputs
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<p>Substantive (Abstract) Concepts</p> <p>Power (monarchy, government and empire)</p>	<ul style="list-style-type: none"> • To know that in fairytales kings/queens are usually important, powerful people who rule over others. 	<ul style="list-style-type: none"> • To know that a monarch in the UK is a king or queen. • To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. • To know that Britain was organised into kingdoms and these were governed by monarchs. 	<ul style="list-style-type: none"> • To understand the development of groups, kingdom and monarchy in Britain. • To know who became the first ruler of the whole of England. • To understand the expansion of empires and how they were controlled across a large empire. • To understand that societal hierarchies and structures existed including aristocracy and peasantry. • To understand some reasons why empires fall/collapse. 	<ul style="list-style-type: none"> • To understand how the monarchy exercised absolute power. • To understand the process of democracy and parliament in Britain. • To understand that different empires have different reasons for their expansion. • To understand that there are changes in the nature of society. • To know that there are different reasons for the decline of different empires.
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<p>Substantive (Abstract) Concepts</p> <p>Achievement and follies and mankind</p>	<ul style="list-style-type: none"> To recognise some interests and achievements from their own lives and the lives of their families and friends 	<ul style="list-style-type: none"> Understand that inventions and innovations from the past continue to influence life today (e.g. toys, schools, travel, flight). Know the legacy and impact of significant inventions and developments. Recognise the achievements and discoveries of significant individuals, including pioneers and explorers. 	<ul style="list-style-type: none"> To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science. 	<ul style="list-style-type: none"> To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To know some of the impacts of war on daily lives.
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<p>Substantive (Abstract) Concepts</p> <p>Invasion, Settlement and Migration</p>			<ul style="list-style-type: none"> To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. 	<ul style="list-style-type: none"> To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time.
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			<ul style="list-style-type: none"> To know that settlements changed over time. 	
Substantive (Abstract) Concepts Civilisation (Social and Cultural)			<ul style="list-style-type: none"> To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups. 	<ul style="list-style-type: none"> To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations.
Substantive (Abstract) Concepts Trade			<ul style="list-style-type: none"> To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. 	<ul style="list-style-type: none"> To know that trade routes from Britain expanded across the world. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.



			<ul style="list-style-type: none"> • To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. • To understand that the Roman invasion led to a great increase in British trade with the outside world. • To understand that trade develops in different times and ways in different civilisations. • To understand that the traders were the rich members of society 	<ul style="list-style-type: none"> • To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). • To understand that the expansion of trade routes increased the variety of goods available. • To understand that the methods of trading developed from in person to boats, trains and planes. • To understand the development of global trade.
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Change and Continuity	<ul style="list-style-type: none"> • To know that the environment around us changes as time passes. 	<ul style="list-style-type: none"> • Understand that people change as they grow older, and that across a lifetime some things change while others remain the same. • Know that everyday objects and daily life have changed over time, while some aspects remain similar to the present day. 	<ul style="list-style-type: none"> • To know that change can be brought about by advancements in transport and travel. • To know that change can be brought about by advancements in materials. • To know that change can be brought about by advancements in trade. 	<ul style="list-style-type: none"> • To know that change can be brought about by conflict. • To know that change can be traced using the census.
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Cause and Consequence	N/A	<ul style="list-style-type: none">• Understand that everyday objects change over time as new materials are developed and technology advances.	<ul style="list-style-type: none">• To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in science and technology can be the cause of change.	<ul style="list-style-type: none">• To know that members of society standing up for their rights can be the cause of change.
Similarities and Differences	N/A	<ul style="list-style-type: none">• Understand that there are similarities and differences between life today and life in the past, including children's lives and everyday objects.• Know that people celebrate special events in different ways across time.• Understand that similarities and differences between the past and present can be explained by changes in society, technology and culture.	<ul style="list-style-type: none">• Identify similarities and differences between different historical periods.• Explain how daily life in the past compares with life today.• Identify and describe similarities and differences in social, cultural, religious and ethnic diversity in Britain and the wider world.	<ul style="list-style-type: none">• Describe similarities and differences in social, cultural, religious and ethnic diversity in Britain and the wider world.• Make links between different historical periods studied.• Describe how and why change occurs over time.
Historical Significance	<ul style="list-style-type: none">• To begin to understand that the past can be represented in photographs and drawings	<ul style="list-style-type: none">• Understand that the past can be represented in different ways, including through photographs and other forms of evidence.	<ul style="list-style-type: none">• To know that significant archaeological findings are those which change how we see the past.• To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	<ul style="list-style-type: none">• To know how historians select criteria for significance and that this changes.



Sources of Evidence	<ul style="list-style-type: none">• To know that stories and books can tell us about the past.	<ul style="list-style-type: none">• Understand that historians use different types of evidence to learn about the past, including photographs, artefacts, maps and people’s memories or accounts.• Know that different sources provide information about how people lived and how places have changed over time.• Recognise that memory is a source of evidence but that people do not remember everything.	<ul style="list-style-type: none">• To know that archaeological evidence can be used to find out about the past.• To know that we can make inferences and deductions using images from the past.	<ul style="list-style-type: none">• To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.• To understand the types of information that can be extracted from the census.• To understand that inventories are useful sources of evidence to find out about people from the past.• To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.• To understand how to compare different census extracts by analysing the entries in individual columns.• To know that the most reliable sources are primary sources which were created for official purposes.
Historical Interpretations	<ul style="list-style-type: none">• To begin to understand that the past can be represented in photographs and drawings.			



Historical Enquiry Posting Historical Questions	<ul style="list-style-type: none">• Ask questions about differences they observe in photographs, images or stories that represent the past	<ul style="list-style-type: none">• Ask a range of questions about stories, events, people and sources of evidence.• Ask and explore how and why questions about the past.• Understand the importance of asking historically valid questions to guide enquiry.	<ul style="list-style-type: none">• Understand how historical enquiry questions are structured.• Create historically valid questions across a range of time periods, cultures and groups.• Ask questions about key features of everyday life in the periods studied.• Form questions for different types of historical enquiry.• Ask questions about the bias and reliability of historical evidence.	<ul style="list-style-type: none">• Plan and organise a historical enquiry.• Identify and suggest appropriate evidence needed to investigate a question.• Select suitable methods for carrying out historical research.• Ask increasingly complex historical questions (e.g. who governed, how and with what results).• Form a hypothesis to guide an enquiry.• Ask questions about different interpretations, viewpoints and perspectives.
Gathering Evidence and Evaluating Evidence	<ul style="list-style-type: none">• Make simple observations about the past using photographs and images as sources of evidence.	<ul style="list-style-type: none">• Use a range of sources (e.g. artefacts, books and other evidence) to find out about the past.• Ask and answer questions using information gathered from sources.• Draw out and select relevant information from sources to support historical enquiry.• Make observations and inferences about the past based on evidence.• Evaluate the usefulness of different sources for	<ul style="list-style-type: none">• Use a range of sources to construct knowledge and understanding of the past.• Understand and define the terms source and evidence.• Extract, select and record relevant information from historical sources to answer questions.• Identify and distinguish between primary and secondary sources.• Recognise and explain possible bias in sources.• Compare and contrast different historical sources.	<ul style="list-style-type: none">• Use a range of sources to make and support historical claims.• Recognise the variety of historical evidence available from different periods of time.• Distinguish between fact and opinion.• Identify gaps or limitations in the available evidence.• Understand how sources with different perspectives can be used in historical enquiry.



		<p>answering historical questions.</p> <ul style="list-style-type: none"> Identify primary sources. 		<ul style="list-style-type: none"> Use evidence to question, challenge or dispute interpretations and claims. Evaluate the reliability of sources by considering factors such as audience, purpose, accuracy and the creator.
<p>Interpreting findings, analysing and making connections</p>	<ul style="list-style-type: none"> Make simple observations about the past using photographs and images as historical evidence. 	<ul style="list-style-type: none"> Interpret historical evidence by making inferences and deductions from sources. Describe the main features of concrete evidence from the past, such as pictures, artefacts and buildings. Make links and connections within and across a unit of study. Select and use relevant parts of sources to support and illustrate answers. 	<ul style="list-style-type: none"> Understand that historical evidence can be interpreted in different ways. Interpret and make deductions from both documentary and physical evidence (e.g. written records, pictures and artefacts). Make links and connections across periods of time, cultures and groups. Ask and explore the question “How do we know?” when examining evidence. 	<ul style="list-style-type: none"> Interpret historical evidence in different ways and use it to support and justify statements. Make increasingly complex interpretations by drawing on more than one source of evidence. Challenge existing interpretations of the past using evidence. Make connections, draw contrasts and analyse within a period and across time. Begin to interpret simple statistical sources.



Evaluating and drawing conclusions	<ul style="list-style-type: none">• Recognise and decide whether photographs or images (including those in stories) show the past.	<ul style="list-style-type: none">• Draw simple conclusions to answer historical questions using evidence to support their ideas.	<ul style="list-style-type: none">• Understand that historical enquiry questions may lead to more than one valid conclusion.• Reach conclusions that are supported and justified by historical evidence.• Recognise similarities and differences between past events and the present day.	<ul style="list-style-type: none">• Reach increasingly complex conclusions supported by a range of historical sources.• Evaluate conclusions and identify ways they could be strengthened or improved.
Communicating Findings	<ul style="list-style-type: none">• Communicate historical findings by referring to images and using simple language to explain ideas and observations.	<ul style="list-style-type: none">• Communicate historical findings through discussion, timelines, drawings, drama and writing.• Use appropriate time vocabulary (e.g. old, new, long time ago) and relevant subject language.• Describe past events and people using spoken, written or visual forms.• Present answers to historical questions in a range of ways, including simple recounts and labelled work.• Express personal responses to historical stories or events through discussion, drawing or writing.	<ul style="list-style-type: none">• Communicate historical knowledge and understanding through discussion, debate, drama, art and writing.• Construct responses that use evidence to support and justify findings.• Identify weaknesses or limitations in historical accounts and arguments.• Create simple imaginative reconstructions of past events using available evidence (e.g. drawing, modelling, drama or writing).• Produce structured responses or narratives to answer historical enquiries.	<ul style="list-style-type: none">• Communicate historical knowledge and understanding in a wide range of ways, including discussion, debate, drama, art, writing and digital media (e.g. blogs or podcasts).• Show understanding of continuity and change over time and identify simple causes of historical events.• Use historical evidence to create imaginative reconstructions that explore the experiences and feelings of people in the past.• Construct structured and organised accounts using appropriate historical vocabulary and information from a range of sources.• Explain past events using cause and effect.



			<ul style="list-style-type: none">• Describe past events orally or in writing, recognising similarities and differences with the present day.	<ul style="list-style-type: none">• Use evidence to support and illustrate historical claims.
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