

History Curriculum Milestones

Year 1	Changes within living memory – To understand how technology has changed over recent time
Year 1	To recognise that things change over time
Year 1	To sequence events to show where people and events fit within a chronological framework
Year 1	To know and understand the key contribution of significant individuals different periods- (Christopher Columbus and Neal Armstrong)
Year 1	To ask and answer simple literal questions when examining information
Year 1	To demonstrate curiosity about aspects of life in the periods in which these individuals lived
Year 1	To be aware of significant historical events in the local area: canals and transportation change
Year 1	To observe and make comparisons between past and present
Year 1	Use stories and other historical sources to understand some of the ways we find out about the past
Year 1	Develop and use a wide vocabulary of Year 1 historical terms
Year 2	To know and understand significant national and international events beyond living memory: WWI WWII and Remembrance
Year 2	Make links between events places and people within a chronological framework
Year 2	To recognise that the past can be represented in different ways and to ask questions
Year 2	To know about the lives and contributions of: Charles Darwin Florence Nightingale and Beatrix Potter
Year 2	To be aware of ife in their different times and so understand the National / International impact of their contributions
Year 2	To be able to give reasons for changes observed
Year 2	To understand significance of the Rothschild family on the history of the local area.
Year 2	To ask deductive questions and draw basic conclusions
Year 2	Develop and use a wide vocabulary of Year 2 historical terms
Year 2	Use stories and other historical sources to understand some of the ways we find out about the past
Year 3	To know and understand changes in Britain from the Stone Age to the Iron Age
Year 3	To place changes in chronological order and write clear narratives across the specific periods noting connections, contrasts and trends over time
Year 3	To demonstrate an understanding of the achievements of Ancient Egyptian civilization through an in-depth study
Year 3	To ask questions of and find answers from more than one source
Year 3	Develop and use a wide vocabulary of Year 3 historical terms
Year 3	To devise historical questions about change, cause, similarity and difference and significance
Year 4	To know about the Roman Empire and understand its impact on life in Britain at the time
Year 4	To be aware of the legacy of the Roman occupation of Britain

Year 4	To compare sources and representations of the past and to explain why they differ
Year 4	To understand the growth of Cheddington through a local history study over time from ancient times to present:
Year 4	To identify cause and effect and make comparisons between different periods developing clear narratives
Year 4	To devise historical questions about change, cause, similarity and difference
Year 4	To develop a chronologically secure knowledge and understanding of British, local history and World History using a timeline
Year 4	Develop and use a wide vocabulary of Year 4 historical
Year 5	To understand and explore Britain's settlement by Anglo-Saxons and Scots
Year 5	To follow a line of enquiry selecting and analysing a range of sources
Year 5	To devise historical questions about change, cause, similarity and difference
Year 5	To be aware of the Viking and Anglo Saxon struggle for England up to the time of Edward the Confessor
Year 5	To make links between different periods of time
Year 5	To show an awareness of the reasons for some changes and the consequences of those changes
Year 5	To develop a chronologically secure knowledge and understanding of British, local history and World History using a timeline
Year 5	To develop clear narratives within and across the periods
Year 5	Develop and use a wide vocabulary of Year 5 historical terms
Year 6	To understand that the Industrial Revolution was a significant turning point in British History.
Year 6	To explain how national events and everyday life had an effect on the features of this period.
Year 6	To make links between evidence and peoples views of life from a range of sources
Year 6	To be able to question the purpose and reliability of sources of evidence
Year 6	To carry out a study of Mayan civilisation as an example of a non-European society
Year 6	To select a sequence of questions and sources evaluating their content and reliability.
Year 6	A study of Ancient Greek life their achievements and their impact on the western world
Year 6	To discuss long and short effects of change giving reasons from evidence
Year 6	To develop a chronologically secure knowledge and understanding of British, local history and World History using a timeline
Year 6	To develop clear narratives within and across the periods
Year 6	Develop and use a wide vocabulary of Year 6 historical terms