

Milestones



	Year 4 The Great Plague, Earliest Civilisations and Ancient Egyptians, Influential Leaders	Year 5 Anglo Saxons and Scots, Baghdad, Ancient Greece	Year 6 WWII, Vikings, Events that shaped Liverpool.
Chronology	<p>Begin to plot events on a time line (including use of centuries)</p> <p>Identify centuries and decades and use mathematical skills to round up time differences/order events</p> <p>Uses timelines with intervals of 10/100/1000 years.</p> <p>Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Name and place dates of significant events from the past on a Timeline.</p> <p>Use words and phrases: century, decade, BC, AD, after, before, during.</p>	<p>Identify where previous and current periods studied fit into a chronological framework by noting connections, trends and contrasts over time</p> <p>Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, peasantry, parliament).</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Begin to design own timeline to sequence events learned.</p> <p>Sequence historical periods.</p> <p>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period.</p> <p>Identify changes within and across historical periods.</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p> <p>Analyse connection, trends and contrasts over time.</p> <p>Use appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary/secondary source, reliability)</p> <p>Understand change and continuity, and the significance of people/events in a wider historical context</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Name date of any significant event studied from past and place it correctly on a timeline (create own timeline).</p>
Events, People and Changes	<p>Describe how Britain has influenced and been influenced by the wider world.</p> <p>Become aware of the different views about the people/events studied and begin to give some reasons as to why different versions of the past exist</p>	<p>Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes</p> <p>Understand significant aspects of history-nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies.</p>	<p>Gaining historical perspective by placing their growing knowledge into different contexts (cultural, economic, military, political and social history).</p> <p>Establish a narrative showing connections and trends within and across periods of study (noting connections, contrasts and trends over time)</p>

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Communication	Produce structured work that makes some connections and draws some contrasts between periods studied. Frame historically valid questions involving thoughtful selection and organisations of relevant historical information (using appropriate dates and terms).	Produce structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence	Produce detailed, structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms
Enquiry, Interpretation and Using Sources	Understand some of the methods of historical enquiry and how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.	Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses Begin to recognise why some events, people and changes might be judged as more historically significant than other	Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to recognise how and why contrasting interpretations of the past have been constructed Begin to evaluate sources to make historical claims and establish evidence for particular enquiries
Enrichment Experiences	Ancient Egyptian exhibition (Museum)	Tatton Park Anglo Saxon experience	Liverpool Museum/waterfront trip
Key Vocabulary	Decades, duration, plague, influential, propaganda, civilisation, empire, cause and consequence	Democracy, influence, significance, impact, empire, peasantry	Bias, discrimination, nation, interpretation, indoctrination, influence, minority, parliament, political