

# Sonning Church of England Primary School

## Curriculum Milestones: History V1



### Introduction

Milestones are designed to provide focus for progression points throughout a child's journey through the school. Early Years Foundation Stage is also included in this document to highlight the links between Early Years and the National Curriculum. For Years 1 to 6, teachers refer to the [National Curriculum](#) at all planning stages.

### Milestones: Early Years Foundation Stage

There are separate plans for EYFS which outline the topics covered and highlight cross-curricular links (including within the National Curriculum). Below is an explanation of how the subject links with the Areas of Learning in EYFS.

Area of Learning: <b>Understanding the World</b>	
Nurseries (3/4 y/o)	<ul style="list-style-type: none"><li>• Begin to make sense of their own life story and family's history.</li></ul>
Reception (4/5 y/o)	<ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li><li>• Compare and contrast characters from stories, including figures from the past.</li></ul>
End of Reception: ELG	<p>Past and Present</p> <ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>



### Milestones: Years 1 to 6 (National Curriculum)

As previously stated, we follow the National Curriculum. Using the National Curriculum as our core document, we have created milestone objectives for Key Stage 1 (KS1), Lower Key Stage 2 (LKS2) and Upper Key Stage 2 (UKS2) based on our own curriculum needs and research from a range of sources.

<b>Chronology</b>	
<b>KS1</b>	<p><b>KS1 History National Curriculum</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Know where the people and events they study fit within a simple timeline.</li> <li>b) Have engaged with a shared timeline (across Years 1 and 2) of events covered throughout KS1 and can use this to describe events from the past, with prompts and through discussion.</li> <li>c) Describe memories and changes that have happened in their own lives.</li> <li>d) Use words and phrases to show the passing of time (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after).</li> </ol>
<b>LKS2</b>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Place events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</li> <li>b) Understand that a timeline can be divided into BC/BCE (Before Christ/Before the Common Era) and AD/CE (Anno Domini/the Common Era).</li> <li>c) Understand, in simple terms, the terms circa and centuries (e.g. 18<sup>th</sup> Century is 1900 to 1999).</li> <li>d) Understand how some historical events/periods occurred concurrently in different locations.</li> </ol>
<b>UKS2</b>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Place an increasing number of significant events, movements and dates on a timeline using dates accurately.</li> <li>b) Accurately use dates and terms to describe historical events.</li> <li>c) Understand how some historical events/periods occurred concurrently in different locations and how this may have affected/influenced those events.</li> </ol>

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Change and Continuity	
KS1	<p><b>KS1 History National Curriculum</b> Pupils should understand historical concepts, such as continuity and change.</p> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Begin to identify old and new things across periods of time through pictures, photographs and objects.</li> <li>Begin to understand that some things change and some things stay the same (or nearly the same) over different time periods of history (e.g. ancient structures still around today).</li> </ol> <p>Possible questions to ask to check/assess a pupil's understanding:</p> <ul style="list-style-type: none"> <li>Can you name/show me something that is old?</li> <li>Can you name/show me something that is new?</li> <li>Can you give an example of something that has changed/stayed the same? Can you explain how it has changed/stayed the same?</li> </ul>
LKS2	<p><b>KS2 History National Curriculum</b> Pupils should understand historical concepts, such as continuity and change, including forming and asking valid questions and constructing informed responses.</p> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Identify key aspects that changed and/or stayed the same between periods.</li> <li>Identify that there are reasons for continuities/changes across periods of time and explain some of these.</li> <li>Start to explain the impact of some changes that have happened throughout different periods of time.</li> </ol> <p>Possible questions to ask to check/assess a pupil's understanding:</p> <ul style="list-style-type: none"> <li>What has stayed the same (comparing past periods)? Why do you think this is?</li> <li>What has changed between different periods? Why do you think this is?</li> <li>Did everything change between...?</li> <li>What other period of history is that similar to? What other period of history is that different to?</li> <li>Is it still like that today? Why?</li> </ul>
UKS2	<p><b>KS2 History National Curriculum</b> Pupils should understand historical concepts, such as continuity and change, including forming and asking valid questions and constructing informed responses.</p> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity.</li> <li>Start to categorise some types of changes into political, economic, social and technological.</li> <li>Understand that there are times in history when change is significant or happens suddenly, and that these moments of change can be referred to as 'turning points' in history.</li> <li>Understand and describe in some detail the main changes to an aspect of a period in history.</li> </ol> <p>Possible questions to ask to check/assess a pupil's understanding:</p> <ul style="list-style-type: none"> <li>What were things like before/after the change occurred?</li> <li>Why did things change between...? Did it change like this everywhere or for everyone?</li> <li>What were the direct causes of the changes?</li> <li>What were the reasons that some things remained the same?</li> <li>Whose lives changed the most and why in...?</li> <li>Can you name an economic/political/social change that happened?</li> </ul>

# Sonning Church of England Primary School

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Cause and Consequence	
KS1	<p><b>KS1 History National Curriculum</b></p> <p>Pupils should understand historical concepts, such as cause and consequence, including forming and asking valid questions and constructing informed responses.</p> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Understand that a cause makes something happen and that historical events have causes.</li> <li>Understand that a consequence is something that happens as a result of something else.</li> <li>Understand that there are reasons why people in the past acted as they did.</li> </ol> <p>Possible questions to ask to check/assess a pupil's understanding:</p> <ul style="list-style-type: none"> <li>What was the event?</li> <li>When did the event happen?</li> <li>What happened during the event?</li> <li>Can you think of anything that happened before the event that is linked to it?</li> <li>Can you describe something that happened after the event which took place because of it?</li> </ul>
LKS2	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should understand historical concepts, such as cause and consequence, including forming and asking valid questions and constructing informed responses.</p> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Understand that a 'cause' is something directly linked to an event.</li> <li>Start to understand that there are short and long-term causes of events.</li> <li>Comment on the importance of the different causes for some key events.</li> <li>Explain a series of directly related events that happened in the lead up to a historical event.</li> <li>Begin to understand that historical events create changes that have consequences, and that these consequences can last long after the event.</li> </ol> <p>Possible questions to ask to check/assess a pupil's understanding:</p> <ul style="list-style-type: none"> <li>What earlier events were important to the occurrence of the main event?</li> <li>What were the main consequences of this event?</li> <li>Who was affected by this event? How long did this last for after the event?</li> </ul>
UKS2	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should understand historical concepts, such as cause and consequence, including forming and asking valid questions and constructing informed responses.</p> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Examine (in increased detail from LKS2) the short/long-term causes of a historical event being studied.</li> <li>Begin to understand that historians may not agree on the main causes of an event.</li> <li>Understand that one event can have multiple consequences that impact on many countries and civilisations, and following events (e.g. WWI and WWII).</li> </ol> <p>Possible questions to ask to check/assess a pupil's understanding:</p> <ul style="list-style-type: none"> <li>What were the short/long-term causes of this event?</li> <li>Can you explain the main causes of...?</li> <li>What do you think was the most significant cause of...?</li> <li>Why do historians disagree about the causes of this event?</li> <li>What do you think was the most significant consequence and why?</li> </ul>

# Sonning Church of England Primary School

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Similarity and Difference	
KS1	<p><b>KS1 History National Curriculum</b></p> <p>Pupils should understand historical concepts, such as similarity and difference, including forming and asking valid questions and constructing informed responses.</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Start to understand that during the same period of time, life was different for people in the past (such as rich and poor or male and female).</li> <li>Recognise some similarities and differences between the past and the present, including using artefacts.</li> </ol> <p>Possible questions to ask to check/assess a pupil's understanding:</p> <ul style="list-style-type: none"> <li>Was this the same for everyone?</li> <li>How would the life of a... have been different? (You could name different jobs, etc.)</li> <li>Who would this have been different for?</li> </ul>
LKS2	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should understand historical concepts, such as similarity and difference, including forming and asking valid questions and constructing informed responses.</p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Identify and give some examples of how life was for different people in the same and different periods of time, such as different rights or different religious beliefs.</li> <li>Link how the lives of everyday people compare with our lives today.</li> <li>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ol> <p>Possible questions to ask to check/assess a pupil's understanding:</p> <ul style="list-style-type: none"> <li>Can you give an example of how life was similar for someone who was there?</li> <li>Was this the same everywhere?</li> <li>How was it different?</li> </ul>
UKS2	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should understand historical concepts, such as similarity and difference, including forming and asking valid questions and constructing informed responses.</p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>Explain and give varied examples of how life was similar and different in the past, including on people, beliefs, attitudes, places or institutions.</li> <li>Using examples, explain how things may have been different from place to place at the same time, including reasons why.</li> <li>Identify and note connections, contrasts and trends over time.</li> <li>Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.</li> </ol> <p>Possible questions to ask to check/assess a pupil's understanding:</p> <ul style="list-style-type: none"> <li>Why do people believe there was this difference? Was this the same everywhere?</li> <li>Can you give an example to support your answer?</li> <li>Where was it the same/different?</li> <li>How similar were the lives of... compared to...?</li> </ul>



<b>Historical Significance</b>	
<b>KS1</b>	<p><b>KS1 History National Curriculum</b></p> <p>Pupils should understand historical concepts, such as historical significance, including forming and asking valid questions and constructing informed responses.</p> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Talk about why a person or event was important, what happened, and why it was important.</li> </ol> <p>Possible questions to ask to check/assess a pupil's understanding:</p> <ul style="list-style-type: none"> <li>• Was this the same for everyone?</li> <li>• Can you name a significant person?</li> <li>• What did this person do?</li> <li>• Can you name a significant event?</li> <li>• Can you explain what this event was?</li> </ul>
<b>LKS2</b>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should understand historical concepts, such as historical significance, including forming and asking valid questions and constructing informed responses.</p> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Understand that historical significance can be related to specific locations and ideas that are seen as being particularly important to us.</li> <li>b) Identify historically significant people and events from a period of history and give some detail about what they did or what happened and how that has influenced life today.</li> </ol> <p>Possible questions to ask to check/assess a pupil's understanding:</p> <ul style="list-style-type: none"> <li>• Can you name a significant person?</li> <li>• What did this person do?</li> <li>• Can you name and describe a significant event?</li> <li>• Does everyone think this person/event is still significant today?</li> </ul>
<b>UKS2</b>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should understand historical concepts, such as historical significance, including forming and asking valid questions and constructing informed responses.</p> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Explain that historical significance is not always agreed on by everyone.</li> <li>b) Understand that what we consider to be significant can change throughout different periods.</li> <li>c) Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</li> <li>d) Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had in different areas. This includes beginning to compare the significance/impact of individuals or events.</li> </ol> <p>Possible questions to ask to check/assess a pupil's understanding:</p> <ul style="list-style-type: none"> <li>• Can you name a significant person? What did this person do?</li> <li>• Why might somebody think this person is significant today? Why might someone disagree?</li> <li>• Can you name and describe a significant event? What changed because of this?</li> <li>• Was this event individually, regionally, nationally or globally significant?</li> </ul>

# Sonning Church of England Primary School

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<b>Sources and interpretations of evidence</b>	
<b>KS1</b>	<p><b>KS1 History National Curriculum</b></p> <p>Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Start to compare two versions of past events, using evidence.</li> <li>b) Start to understand that there can be different versions of the same event from the past.</li> <li>c) Start to use stories or accounts to distinguish between fact and fiction.</li> <li>d) Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</li> <li>e) Observe or handle evidence to ask simple questions about the past.</li> </ol>
<b>LKS2</b>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Look at two versions of the same event or story in history and identify differences, using evidence.</li> <li>b) Use a range of historical sources and historical interpretations (formerly known as primary and secondary sources) to find out about the past, considering their reliability.</li> <li>c) Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>d) Begin to understand some of the ways in which historians and others investigate the past.</li> </ol>
<b>UKS2</b>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> <li>a) Find and analyse a wide range of evidence about the past, including primary and secondary sources.</li> <li>b) Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</li> <li>c) Consider different ways of checking the accuracy/reliability of interpretations of the past or sources of evidence.</li> <li>d) Show an awareness of the concept of propaganda and using materials or events to persuade others.</li> <li>e) Continue to develop their understanding of how historians and others investigate the past.</li> <li>f) Investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ol>