



KS1

Children working towards	History Milestones	Children exceeding expectations
	Develop an awareness of the past using common words and phrases relating to the passing of time	
	Know where the people and events they study fit into a chronological framework (Order toys on a timeline)	
	Identify similarities and difference between ways of life in different periods (Compare toys and transport from the past to now Know that over time transport has become quicker, safer and cheaper Compare life in 1666 to life now)	
	Use a wide range of vocabulary of historical terms	
	Ask and answer questions	
	Use stories and sources to show understanding of key features of events (know that there are many reasons why the fire spread so quickly)	
	Understand some of the ways that we find out about the past (Understand that the Diaries of Pepys and Evelyn tell us a lot about what happened in the Great Fire of London)	
	Talk/ know about changes within living memory (Changes to toys and transport within their memory)	
	Talk/ know about events beyond living memory (Know that the power held by the Monarchy in the UK has changed over time Know that different battles for power led to a fairer parliamentary rule The cause and consequences of the Great Fire of London)	
	Talk/ know about the lives of significant individuals in the past who have contributed to national and international achievements (Know how Nelson Mandela, Rosa Park, Malal Yousafzai and Martin Luther King Jr all fought for equality)	
	Know about significant historical events, people and places in their own locality (Know how transport has changed in our local area Know that much of London was destroyed and rebuilt as a result of the Great Fire of London)	



LKS2 – History skills

Children working towards	History Milestones	Children exceeding expectations
	<p>Develop a chronologically secure knowledge and understanding of British, local and world history (know that prehistory included Stone, Bronze and Iron Ages Know that the Ancient Egyptians began around 3100BCE)</p>	
	<p>Note connections, contrasts and trends over time (Consider the role of religion within the Ancient Egyptian, Roman and Maya societies Discuss the roles of Leaders in Ancient Egyptian, Roman and Maya societies and how social structures were organised)</p>	
	<p>Develop the appropriate use of historical terms</p>	
	<p>Address historically valid questions about change, cause, similarity and difference, and significance (know how the Roman Empire expanded to gain wealth and power)</p>	
	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (understand how historians have interpreted Stonehenge Identify different opinions as to why the Maya civilisation declined)</p>	
	<p>Talk/ know about changes in Britain from the Stone Age to the Iron Age (identify changes within the Stone, Bronze and Iron ages Discuss late Neolithic hunter-gathers and early farmers)</p>	
	<p>Talk/ know about the Roman Empire and its impact on Britain (Know that the strength of the Roman army was key to the expansion of the Roman Empire Know that there was some British resistance – eg. Boudicca Discuss the Legacy of the Roman- including number systems and writing)</p>	
	<p>Know the impact of history on your local area (understand the impact of the Romans on our local area)</p>	
	<p>Talk/know about the achievements of the earliest civilisations (Know about the legacies left by the Ancient Egyptians in maths, medicine and the calendar Uderstand that we know about Ancient Egypt due to the studying or archaeology and artefacts)</p>	
	<p>Talk/ know about a non-European society that provides contrasts with British history (understand the importance of agriculture to the Maya Know that the Maya civilisation consisted of separate city states)</p>	



Hurst Drive Primary School

History Milestones



UKS2 – History skills

Children working towards	History Milestones	Children exceeding expectations
	Continue to develop a chronologically secure knowledge and understanding of British, local and world history	
	Establish clear narratives within and across the periods they study (The Anglo-Saxons were originally pagans but King Ethelbert became the first king to convert to Christianity. Identify causes of WWI and WWII)	
	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance (Compare the city-states of Athens and Sparta Understand how the advancement of technology improved the equipment used in WWII from that of WWI)	
	Understand how our knowledge of the past is constructed from a range of sources. (Know that Bede and the Anglo-Saxon Chronicle are the main literary sources of information about the Anglo-Saxon period Know that excavations provide evidence for where and how Vikings lived.)	
	Confidently use a range of historical terminology and vocabulary	
	Talk/ know about Britain's settlement by the Anglo-Saxons and Scots (Migration into England increased after the Romans left. Gradually Anglo-Saxon culture and language gained dominance Anglo-Saxon England was divided into seven kingdoms ruled by a different king)	
	Talk/ know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Know that Anglo-Saxon England was divided into seven kingdoms ruled by a different kings Find out about life in the Danelaw and to identify the actions of significant people and events that led to England's unification Know that Viking rule ended when Edward the Confessor became king in 1042)	
	Know the impact of history on your local area (identify how the World Wars impacted our local area and the roles of people who lived there)	
	Study an aspect or theme in British History that extends chronological knowledge beyond 1066 (study conflict and resolution through the First and Second World Wars)	
	Talk/know about Ancient Greece (a study of Greek life and achievements and their influence on the western world) (know that the Ancient Greece had a great influence on the modern world, through its culture, art, and ideas)	
	Talk/ know about a non-European society that provides contrasts with British history (Identify how trade connected Baghdad to the rest of the world and led to a Golden Age of Islam)	

	Understand the decline in the Islamic empire was a result of a series of challenges to power)	
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