



### ROCKCLIFFE FIRST SCHOOL: History Milestones

	<b>By the end of Nursery</b>
<b>To build an overview of world history</b>	<ul style="list-style-type: none"><li>• Name and describe the key events and settings that form the celebration of Christmas</li></ul>
<b>To understand chronology</b>	<ul style="list-style-type: none"><li>• Can explain changes during their time in Nursery</li></ul>
<b>To communicate historically</b>	<ul style="list-style-type: none"><li>• To talk about families, special times and events</li></ul>

	<b>By the end of Reception</b>
<b>To investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>• To look at historical photographs of the immediate area (Cullercoats Beach/ Brown's Bay)</li> <li>• To understand simple historical changes of the local area.</li> </ul>
<b>To build an overview of world history</b>	<ul style="list-style-type: none"> <li>• Understand Luna New Year</li> <li>• Understand May Day.</li> <li>• Learn about the lives of artists the children are studying.</li> </ul>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between babies and four year olds, talk about how people change in the first four years of life</li> <li>• Know that children were babies in past</li> <li>• Know that adults were children</li> <li>• Identify similarities and differences between four year olds and adults.</li> <li>• Know that adults can remember things from the past</li> <li>• Describe how people grow &amp; change.</li> </ul>
<b>To communicate historically</b>	<ul style="list-style-type: none"> <li>• To understand both past and present</li> <li>• To use vocabulary, 'new' and 'old',</li> </ul>

	<b>By the end of Year 2</b>
<b>To investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>
<b>To build an overview of world history</b>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>
<b>To communicate historically</b>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>

	<b>By the end of Year 4</b>
<b>To investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>
<b>To build an overview of world history</b>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>•</li> </ul>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul>
<b>To communicate historically</b>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>

