History Curriculum Milestones

Year 1Changes within living memory – To understand how technology has a over recent timeYear 1To recognise that things change over timeYear 1To recognise that things change over timeTo sequence events to show where people and events fit within a chronological frameworkYear 1To know and understand the key contribution of significant individual periods- (Christopher Columbus and Neal Armstrong)Year 1To ask and answer simple literal questions when examining informati Individuals livedYear 1To be aware of significant historical events in the local area: canals a transportation change	ls different ion 1 these
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Year 1 transportation change	-
	and
Year 1 To observe and make comparisons between past and present	
Use stories and other historical sources to understand some of the w	ays we
Year 1 find out about the past	
Year 1Develop and use a wide vocabulary of Year 1 historical terms	
To know and understand significant national and international events	s beyond
Year 2 living memory: WWI WWII and Remembrance	
Make links between events places and people within a chronological	
Year 2 framework	
To recognise that the past can be represented in different ways and	to ask
Year 2 questions	
To know about the lives and contributions of: Charles Darwin Floren	ce
Year 2 Nightingale and Beatrix Potter	
To be aware of ife in their different times and so understand the Nati	ional /
Year 2 International impact of their contributions	
Year 2 To be able to give reasons for changes observed	
To understand significance of the Rothschild family on the history of	the local
Year 2 area.	
Year 2 To ask deductive questions and draw basic conclusions	
Year 2 Develop and use a wide vocabulary of Year 2 historical terms	
Use stories and other historical sources to understand some of the w	ays we
Year 2 find out about the past	
To know and understand changes in Britain from the Stone Age to th	ne Iron
Year 3 Age	
To place changes in chronological order and write clear narratives ac	ross the
Year 3 specific periods noting connections, contrasts and trends over time	
To demonstrate an understanding of the achievements of Ancient Eg	yptian
Year 3 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	
To devise historical questions about change, cause, similarity and different	ference
Year 3 and significance	
To know about the Roman Empire and understand its impact on life	in Britain
Year 4 at the time	
Year 4 To be aware of the legacy of the Roman occupation of Britain	

Year 4 differ To understand the growth of Cheddington through a local history study over Year 4 time from ancient times to present: To identify cause and effect and make comparisons between different periods Year 4 To devise historical questions about change, cause, similarity and difference To develop a chronologically secure knowledge and understanding of British, local history and World History using a timeline 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 To be aware of the Viking and Anglo Saxon struggle for England up to the time Year 5 To make links between different periods of time To show an awareness of the reasons for some changes and the consequences 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 To develop and use a wide vocabulary of Year 5 historical terms To explain how national events and everyday life had an		
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