



Two Mile Ash School History



INTENT

National Curriculum

Confident Individuals

Responsible Citizens

Successful Learners

At Two Mile Ash School, History teaches children about the world in which they live and how it has changed over time. We view History as a way to inspire pupils' curiosity about the past. History presents children with the opportunities to develop fundamental skills of enquiry and questioning, through a variety of engaging topics each year. Our history curriculum aims to bring history to life, in order to help pupils to understand chronology, change over time and the diversity of societies. We emphasize learning from the past in order to shape our futures. Through History, children learn to make comparisons and links between the past and modern times and discover how and why things have changed.

Our History Curriculum focuses on acquiring facts and knowledge from a wide range of topics. At Two Mile Ash, we work in a chronological order when learning about History. Children progress from early civilisations including the Stone Age and the Ancient Egyptians, to the Tudors and then learning about both World Wars in Year 6. We emphasise the importance of historical knowledge and develop a wide range of vocabulary over our time at the school.

History at Two Mile Ash includes a range of inspiration days where the children are fully immersed in the topic they are studying. We enable opportunities for our children to explore the past through the use of a variety of sources of information to find clues and evidence and take part in discussions with their peers. We also aim to provide a variety of learning experiences including role play, research sessions using primary and secondary sources, class discussions and debates as well as historical visits. When children leave Two Mile Ash they are confident in using the skills they have developed to become successful historians.

Essential Objectives (Our End Points)

What we want children to be able to do or know by the time they leave.

Confident Individuals

Responsible Citizens

Successful Learners

History

Investigate and interpret the past

To build an overview of world history

To understand chronology

To communicate historically

Long Term Plan (What's taught when)



History Years 3 and 4 - Milestone 2

MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><u>Year 3 – The Stone Age</u></p> <p><u>E.O: To build an overview of world history.</u></p> <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Give a broad overview of life in Britain from ancient until medieval times <p><u>E.O: To investigate and interpret the past</u></p> <ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history Describe different accounts of historical events, explaining some of the reasons why they differ Explain Causes And Consequences Of Some Of The Main Events And Changes In History. <p><u>E.O: To understand chronology</u></p> <ul style="list-style-type: none"> Place events artifacts and historical figures on a timeline using dates Use dates and terms to describe events 	<p><u>Year 3 - Milton Keynes</u></p> <p><u>E.O: To build an overview of world history</u></p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, woman and children. <p><u>Year 4 Anglo-Saxons</u></p> <p><u>E.O: Investigate and interpret the past.</u></p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past Use ore than one source of evidence for historical enquiry in order to gain a more accurate understanding of history Describe different accounts of a historical event explaining some of the reasons why the accounts may differ <p><u>E.O: To build an overview of world history</u></p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. 	<p><u>Year 3 Egyptians</u></p> <p><u>E.O: To investigate and intepret the past</u></p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past <p><u>E.O: To build an overview of world history</u></p> <ul style="list-style-type: none"> Describe the <i>cultural</i>, social and religious diversity of past society Describe the characteristic features of the past including ideas, beliefs, attitudes, and experiences of men, women and children

	<ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, woman and children. <p>EO: To understand chronology.</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline using dates Understand the concept of change over time, representing this, along with evidence, on a timeline. 	
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History

Milestone 3



MILESTONE 3 Autumn Term	MILESTONE 3 Spring Term	MILESTONE 3 Summer Term
<p><u>Year 6 World at War</u></p> <p><u>EO: To communicate historically</u></p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. <p><u>EO: To investigate and interpret the past:</u></p> <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past Select suitable sources of evidence, giving reasons for choices Use sources of information to form testable hypotheses about the past 	<p><u>Year 5 – Tudors</u></p> <p><u>EO: To investigate and interpret the past</u></p> <ul style="list-style-type: none"> Use sources of information to form testable hypotheses about the past Seek out and analyse a wide range of evidence in order to justify claims about the past <p><u>EO: To build an overview of world history</u></p> <ul style="list-style-type: none"> Give a broad overview of life in Britain and some major events from the rest of the world. Compare some of the times studied with those of other areas of interest around the world. 	<p><u>Year 6 Through the Decades</u></p> <p><u>EO: To investigate and interpret the past</u></p> <ul style="list-style-type: none"> Use sources of information to form testable hypotheses about the past. Understand that no single source of evidence gives the full answer to questions about the past. <p><u>EO: To build an overview of world history:</u></p> <ul style="list-style-type: none"> Give a broad overview of life in Britain and some major events from the rest of the world. Compare some of the times studied with those of other areas of interest around the world.

- Seek out and analyse a wide range of evidence in order to justify claims about the past
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied

EO: To understand chronology:

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
- Use dates and terms accurately in describing events

EO: To communicate historically

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

EO: To understand chronology

- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.

EO: To communicate historically

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.

Year 5 – Crime and Punishment

EO: To investigate and interpret the past

- Use sources of information to form testable hypotheses about the past
- Seek out and analyse a wide range of evidence in order to justify claims about the past

EO: To build an overview of world history

- Give a broad overview of life in Britain and some major events from the rest of the world.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

EO: To understand chronology

- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.

EO: to understand chronology:

- Identify periods of rapid change in history and contrast them with times of relatively little change

EO: To communicate historically:

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.

EO: To communicate historically

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.

History Progression of Knowledge and Skills



History



Essential Objective: To investigate and interpret the past

	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Refine lines of enquiry as appropriate.

Knowledge	<ul style="list-style-type: none">• Identify some of the different ways the past has been represented	<ul style="list-style-type: none">• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Explain causes and consequences of some of the main events and changes in history	<ul style="list-style-type: none">• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.• Understand that no single source of evidence gives the full answer to questions about the past.
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History



Essential Objective: To build an overview of world history

	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Knowledge	<ul style="list-style-type: none">• Describe historical events.• Describe significant people from the past.• Recognise that there are reasons why people in the past acted as they did.	<ul style="list-style-type: none">• Describe changes that have happened in the locality of the school throughout history.• Give a broad overview of life in Britain from ancient until medieval times.• Compare some of the times studied with those of other areas of interest around the world.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	<ul style="list-style-type: none">• Identify continuity and change in the history of the locality of the school.• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.• Compare some of the times studied with those of the other areas of interest around the world.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.



History



Essential Objective: To understand chronology

	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills	<ul style="list-style-type: none">Place events and artefacts in order on a time line.	<ul style="list-style-type: none">Place events, artefacts and historical figures on a time line using dates.	
Knowledge	<ul style="list-style-type: none">Label time lines with words or phrases such as: past, present, older and newer.Recount changes that have occurred in their own lives.Use dates where appropriate.	<ul style="list-style-type: none">Understand the concept of change over time, representing this, along with evidence, on a time line.Describe events using dates and terms.	<ul style="list-style-type: none">Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).Identify periods of rapid change in history and contrast them with times of relatively little change.Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.Describe events using dates and terms accurately.



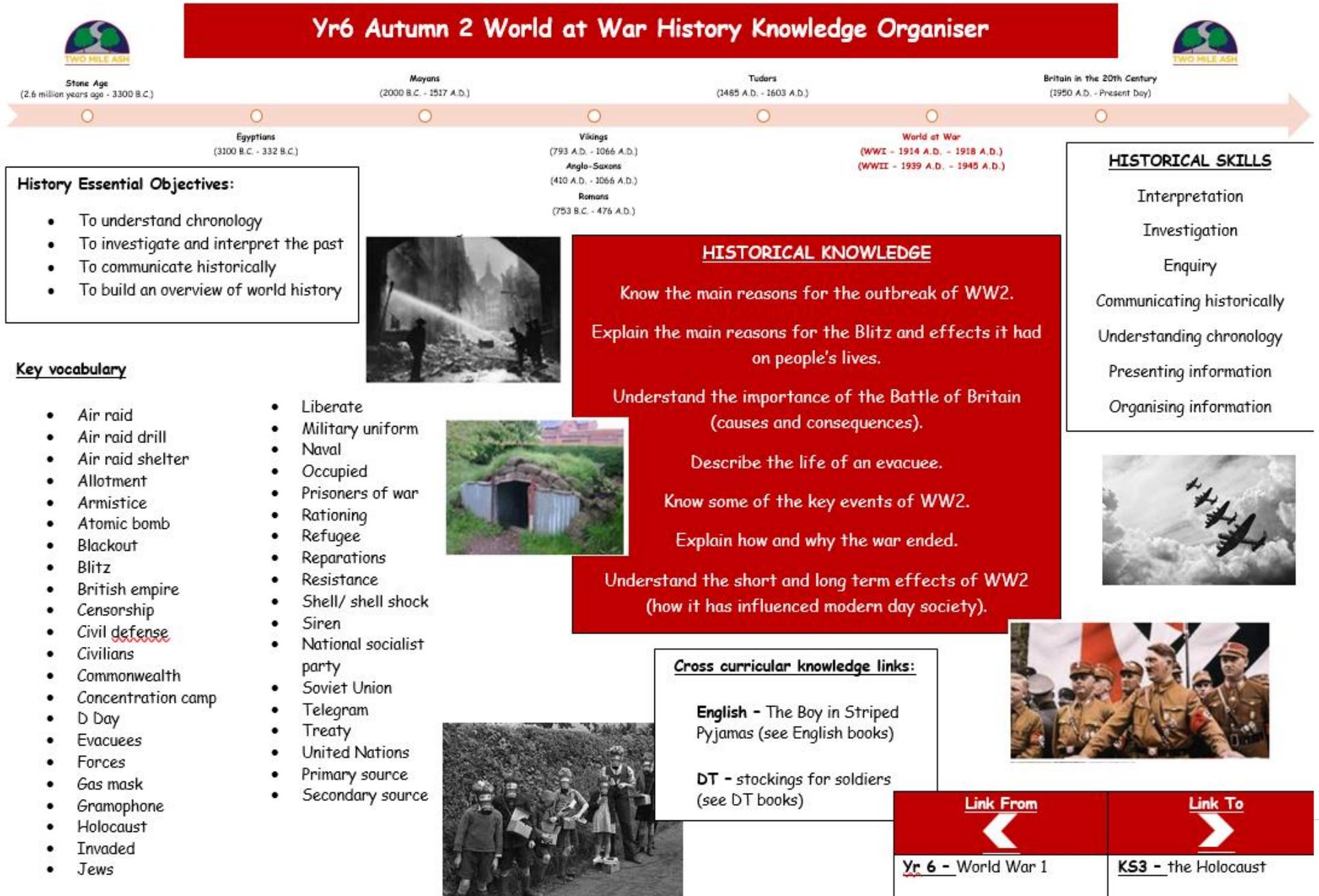
History



Essential Objective: To communicate historically

	MILESTONE 1 - End of Year 2	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills	<ul style="list-style-type: none"> • 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. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

Example Knowledge Organisers



Stone Age
(2.6 million years ago - 3300 B.C.)

Mayan
(2000 B.C. - 2517 A.D.)

Tudor
(1485 A.D. - 1603 A.D.)

Britain in the 20th Century
(1901 A.D. - Present Day)

Roman
(100 B.C. - 332 B.C.)

Viking
(793 A.D. - 1066 A.D.)
Anglo-Saxon
(410 A.D. - 1066 A.D.)
Norman
(1066 B.C. - 1216 A.D.)

World at War
(WWI - 1914 A.D. - 1918 A.D.)
(WWII - 1939 A.D. - 1945 A.D.)

Essential Objectives:

- To investigate and interpret the past
- To build an overview of world history
- To understand chronology
- To communicate historically



Key vocabulary

- Hieroglyphics** - writing made up of symbols
- Civilised** - making a place more advanced
- Tutankhamun** - Ancient Egyptian pharaoh
- Evidence** - facts/information to support a point of view
- Sources** - evidence for historical research
- Noblemen** - a man who belongs to a higher class in society
- Flax** - a blue plant that textile fibre is made from
- Mummification** - process of preserving a dead body as a mummy
- Ancient** - something from the very distant past that no longer exists
- Preserved** - keep something in its original state
- Modern** - relating to present/recent times
- Sarcophagus** - a stone coffin
- Tomb** - a large vault (usually underground) for burying the dead



KNOWLEDGE

Understand how to use artefacts to ask and answer questions about Ancient Egypt

Compare Egypt now and in the past

Understand how to use sources to find out information about the Pyramids

Explain how the Egyptians used hieroglyphics as their language

Describe the clothing Egyptians wore

Describe what Egyptian were houses like and how they differed for the rich and poor

Describe the different jobs that Ancient Egyptians had

Explain the mummification process

Describe the different pharaohs in Ancient Egypt

Explain who some of the Ancient Egyptian gods were and their importance to Ancient Egyptian life.



Historical Skills

- Interpretation
- Investigation
- Enquiry
- Communicating historically
- Understanding chronology
- Presenting information
- Organising information

Link From	Link To
<p>Year 3 Stone, Bronze and Iron ages.</p>	<p>Year 4 - Ancient Maya</p>
<p>ANCIENT EGYPT HIEROGLYPHICS</p>	

Cross-curricular knowledge links:

- DT - sewing pouches
- English - death of Tutankhamun

Vocabulary Progression



History



MILESTONE 2 - End of Year 4		MILESTONE 3 - End of Year 6	
antelope	archaeologists	amnesty	air raid
archaeologists	artefacts	civil law	air raid drill
artefact	carding	community service	air raid shelter
BC and AD	chronology	court	allies
bow and Arrows	civilisation	crime	allotment
canoe	continent	criminal law	Armistice
cave	era	death penalty	atomic bomb
chronology.	explore	deter	axis powers
club	climate	execution	blackout
era	fleece	hard labour	Blitz
fossil	fungi	heresy	British Empire
gatherer	hemp	hue and cry	ensorship
hand axe	honey	judge	civil defence
hoe	horn cup	jury	civilians
hunter	invade / invasions	justice	Commonwealth
hieroglyphics	linen	law	communism
gods	long boat	monarch	concentration camp
civilised	migration	offence	D-Day
mammoth	nobles	prison	dictator
Mesolithic	rotary quern	punishment	duckboard
Tutankhamun	settle	revolt	dugout
Neolithic	shield	tithings	evacuee
		torture	factories
		treason	forces

Palaeolithic	slaves
pottery	spear
quern-stone	spindle
raft	sword
sickle	time period
spear	tops
spin (thread) and weave (fabrics)	Viking
Stone age tools	wheat
Stonehenge	whorl
time period	wool
terrain	evidence
sources	fertile
nobleman	flax
mummification	ancient
preserved	modern
sarcophagus	population
tomb	transport
canopic jars	
trap	
weapons	
woolly rhinoceros	

traitor	Frank, Anne (1929-1945)
trial	gas mask
vagrancy	general election
young offenders	gramophone
Native Americans	Hitler, Adolf (1929-1945)
colonisation	Holocaust
colony	hyperinflation
totem pole	invaded
explorer	Jews
slavery	liberate
trade	military uniform
discrimination	naval
racism	Nazi
tribe	occupied
	prime minister
	prisoners of war
	propaganda
	propoganda
	rationing
	refugee
	reparations
	resistance
	shell
	shell shock
	siren
	Soviet Union
	stirrup pump
	telegram
	treaty
	trench foot
	trench Mortar
	truce

	United Nations
	war crime
	decade
	primary evidence/ source
	secondary evidence/ source
	territories



History Milestone 2



HISTORY - MILESTONE 2			
Essential Objective: To investigate and interpret the past			
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Use evidence to ask questions and find answers to questions about the past.	There are some good examples of using evidence to ask and answer questions about the past.	There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past.	Evidence is carefully selected and investigated and used to ask pertinent questions and to explore possible answers.
Suggest suitable sources of evidence for historical enquiries.	Here is some awareness of the suitability of evidence.	Evidence is generally chosen for its suitability.	Evidence is carefully selected for suitability and clear reasons are given for choices made.
Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	There is more awareness that different sources of evidence give variety of information about the past.	A range of evidence is selected in order to gain a more accurate understanding of history.	Evidence is sifted and carefully selected to gain a thorough understanding of history.
Describe different accounts of historical event, explaining some of the reasons why the accounts may differ	There is some awareness that there are different accounts and interpretations of historical events.	Different accounts and interpretations of historical events are explored and some reasons given why the accounts may differ.	Different accounts and interpretations of historical events are thoroughly explored and presented, with well-reasoned arguments for which may be the most accurate.
Suggest causes and consequences of some of the main events and changes in history.	Some good suggestions on causes and consequence of some familiar events in history are put forward.	Many good and thoughtful suggestions are offered on the causes and consequences of main events in history.	Carefully considered suggestions, along with alternative viewpoints about the causes and consequences of the main events in history are presented in an interesting way.

HISTORY - MILESTONE 2

Essential Objective: To build an overview of world history

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Describe changes that happened in the locality of the school throughout history.	Some basic changes to the locality of school over time are described.	Some of the changes to the locality of the school over time are explained with some examples and detail.	The changes to the locality of the school over time are thoroughly explored and described with telling examples and accurate detail.
Give a broad overview of life in Britain.	With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events CE1066 are described.	The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explored and described.	The major changes around a number of themes in Britain from Stone Age through to CE1066 and some events beyond CE1066 are explored in depth and areas are chosen to describe in detail.
Compare some of the times studied with those of other areas of interest in the world.	With support, historical events around the world are compared.	Historical events around the world are selected and compared.	Historical events around the world are carefully selected to highlight similarities and differences.
Describe the social, ethnic, cultural or religious diversity of past society.	With support, the past is described in a number of ways.	The past is described by selecting which aspects to focus upon.	The past is described in a wide range of ways with carefully chosen foci that are clearly explained.
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, woman and children.	With support, the characteristic features of the past are described.	The main characteristic features of the past are generally described.	The main characteristic features of the past are understood and described with interesting detail.

HISTORY - MILESTONE 2

Essential Objective: To understand chronology

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Place events, artefacts and historical figures on a time line using dates.	There is generally a good knowledge of the chronological order of the past and with structured activity the past can be placed in order on a timeline.	The chronological order of the past is understood and it is represented on a time line accurately.	Chronology is understood, including overlapping events in different parts of the world.
Understand the concept of change over time, representing this, along with evidence, on a timeline.	With support, changes over time are represented on a timeline.	The concept of change in key themes is understood and some good examples of this are represented on timelines.	There is thorough exploration and description of change in some key themes in history. Timelines are used to chart changes and to comment upon the rate of change.
Use dates and terms to describe events.	When reminded, key dates are used.	Key dates are generally used.	Key dates are used in almost all historical accounts.

HISTORY - MILESTONE 2

Essential Objective: To communicate historically

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.	When reminded, historical language is used.	Historical language is selected and used appropriately.	Historical language is carefully chosen and used well to describe a wide range of events.



History

Milestone 3



HISTORY - MILESTONE 3

Essential Objective: To investigate and interpret the past

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Use sources of evidence to deduce information about the past.	There is some awareness of the word 'deduce'.	Evidence is selected and investigated and there are some good examples of conclusions that have been deduced its scrutiny.	Evidence is collected, sifted and investigated to provide well-reasoned arguments for events in the past.
Select suitable sources of evidence, giving reasons for choices.	Some suitable sources of evidence are suggested.	Suitable evidence is suggested and explored with some reasons for its suitability explained.	Clear reasoning and careful judgement is used to select and explore evidence.
Use sources of information to form testable hypotheses about the past.	With support, hypotheses are formed and investigated.	Generally, some interesting hypotheses are formed from a growing knowledge of the past and tested through further research.	Interesting and thoughtful hypotheses are formed, based on a deep understanding of the past, and are tested by looking at unfamiliar evidence and different viewpoints.
Seek out and analyse a wide range of evidence in order to justify claims about the past.	Some good suggestions of suitable evidence are given and used to back up conclusions.	A growing range of evidence is sought and explored in formulating and justifying claims about the past.	A wide and carefully chosen range of evidence is sought and explored in formulating & justifying claims about the past
Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	There is some awareness that some historical documents represent propaganda.	The social and political contexts of evidence are studied and conclusions drawn as to the reliability of the source.	There is a good understanding of social, cultural, political and religious contexts in which historical evidence was created, and this is acknowledged when formulating conclusions.
Understand that no single source of evidence gives the full answer to questions about the past.	There is a growing awareness of the need to look at more than one source of evidence.	A number of evidence are sought out.	A wide range of evidence is collected, sifted and used.
Refine lines of enquiry as appropriate.	There are some good examples of refining lines of enquiry.	There are good examples of refinements to a line of enquiry with reasons given for the refinements.	Lines of enquiry are altered in a timely manner based on emerging evidence or conflicting accounts of history.

HISTORY - MILESTONE 3

Essential Objective: To build an overview of world history

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Identify continuity and change in history of the locality of the school.	There is growing understanding of the concepts of continuity and change and some examples of this given.	Key themes are compared and areas of continuity and change identified and described.	Key themes are selected to show contrast in continuity and change.
Give a broad overview of life in Britain and some major events from the rest of the world.	When reminded, the broad history of Britain and some ancient societies from around the world are described.	There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail.	There is an excellent understanding of the nature of British history and ancient civilisations. They are described in interesting and novel ways.
Compare some of the times studied with those of other areas of interest around the world.	With support, some time periods are compared and described.	Time periods are selected and compared, with interesting detail given.	Time periods are carefully chosen to show similarities and differences with clear and interesting detail given.
Describe the social, ethnic, cultural or religious diversity of past society.	With support, descriptions of the past involve a number of aspects.	Descriptions of the past involve a number of aspects.	Descriptions of the past show a good understanding of the many different aspects of historical contexts.
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	When reminded, the characteristics of the past, from a range of perspectives, are described.	Generally, the characteristics features of the past, from a range of perspectives, are described.	Many of the characteristics features of the past are detailed from a carefully selected range of perspectives.

HISTORY - MILESTONE 3

Essential Objective: To understand chronology

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	The concept of change within a time period is understood, with some examples given.	Changes within a time period are chronicled in a logical and interesting way.	Changes within a time period are described in various terms, such as growth and decline.
Identify periods of rapid change in history and contrast them with times of relatively little change.	In structured activities, there is some description of the rate of change with some good examples provided.	Changes within a time period are chronicled in a logical and interesting way.	The rate and extent of change is described and some reasons suggested.
Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.	There is some awareness of the concepts of continuity and change and, with support, they are represented.	There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this.	Times of continuity and change are identified and described in a number of interesting ways, along with a number of well-considered possible reasons.
Use dates and terms and terms accurately in describing events.	When reminded, dates and terms are used to describe events.	Dates and terms are generally used to describe events.	Dates and terms are recalled or researched and used to describe events.

HISTORY - MILESTONE 3

Essential Objective: To communicate historically

KEY INDICATORS	BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.	Some appropriate historical language is used.	Generally, appropriate historical language is used.	Historical language is fluent and used in widespread situations.