



HISTORY MILESTONES WITH LINKED WRITING OPPORTUNITIES

Learning Team	Autumn Settling In and Celebration	Spring 1 Let's Eat and Entertain	Spring 2 Let's Eat and Entertain	Summer Town and Country		
Year 1	The lives of significant individuals Florence Nightengale Clarice Cliff	Events beyond living memory Potato Famine	Changes within living memory	Significant historical events Monarchy		
History Milestones	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>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.</p>	<p>Describe historical events.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Show an understanding of the concept of nation and a nation's history.</p> <p>Use dates where appropriate.</p> <p>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.</p>	<p>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.</p> <p>Place events and artefacts in order on a time line.</p> <p>Recount changes that have occurred in their own lives.</p>	<p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>Recount changes that have occurred in their own lives.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Describe historical events.</p> <p>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.</p> <p>Show an understanding of the concept of nation and a nation's history.</p>		
<p style="text-align: center;">Writing Opportunities</p> <p>Narrative, non-fiction and poetry opportunities</p> <p style="text-align: center;"><u>Statutory at KS1</u></p>	<p>Write narrative diaries.</p> <p>Write recounts.</p> <p>Write glossaries.</p> <p><u>Real events</u></p>	<p>Write labels.</p> <p>Write lists.</p> <p>Write captions</p> <p>Present information.</p> <p><u>Different purposes</u></p>	<p>Write stories and plays that use the language of fairy tales and traditional tales.</p> <p>Write recounts.</p> <p>Write nonsense and humorous poems and limericks.</p> <p><u>Real events</u></p> <p><u>Poetry</u></p>	<p>Write stories set in places pupils have been.</p> <p>Write recounts.</p> <p>Write non-chronological reports</p> <p>Write glossaries.</p> <p><u>Personal experiences</u></p>	<p>Write stories that mimic significant authors.</p> <p>Write labels.</p> <p>Write lists.</p> <p>Write captions</p> <p><u>Different purposes</u></p>	<p>Write stories with imaginary settings.</p> <p>Write stories and plays that use the language of fairy tales and traditional tales.</p> <p>Write stories that mimic significant authors.</p> <p>Write recounts.</p> <p>Write poems that use pattern, rhyme and Description</p> <p><u>Poetry</u></p> <p><u>Personal experiences</u></p>



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Learning Team	Autumn 1 Settling In and Celebration	Autumn 2 Settling In and Celebration	Spring Let's Eat and Entertain	Summer 1 Town and Country	Summer 2 Town and Country
Year 2	Changes within living memory Holidays	Significant historical events Aviation	The lives of significant individual Christopher Columbus/other explorer	Significant historical events Titanic	Events beyond living memory GFOL
History Milestones	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p>Recount changes that have occurred in their own lives</p> <p>Use dates where appropriate.</p>	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Place events and artefacts in order on a time line.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Use dates where appropriate.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>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</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Describe historical events.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>.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.</p> <p>Place events and artefacts in order on a time line.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p>
<p style="text-align: center;">Writing Opportunities</p> <p>Narrative, non-fiction and poetry opportunities</p> <p style="text-align: center;"><u>Statutory at KS1</u></p>	<p>Write stories that mimic significant authors.</p> <p>Write recounts.</p> <p><u>Different purposes</u></p>	<p>Write labels.</p> <p>Write lists.</p> <p>Write captions</p> <p><u>Different purposes</u></p>	<p>Write narrative diaries.</p> <p>Write recounts.</p> <p>Write poems that use pattern, rhyme and description.</p> <p><u>Real events</u></p> <p><u>Poetry</u></p>	<p>Write stories with imaginary settings.</p> <p>Write labels.</p> <p>Write lists.</p> <p>Write captions</p> <p>Write glossaries.</p> <p>Write non-chronological reports</p> <p><u>Personal experiences</u></p>	<p>Present information.</p> <p>Write recounts</p> <p><u>Real events</u></p> <p>Write narrative diaries.</p> <p>Write stories set in places pupils have been.</p> <p>Write non-chronological reports</p> <p>Write nonsense and humorous poems and limericks.</p> <p><u>Personal experiences</u></p> <p><u>Poetry</u></p>



HISTORY MILESTONES WITH LINKED WRITING OPPORTUNITIES

Learning Team	Autumn 1 Settling In and Celebration	Spring Let's Eat and Entertain	Summer Town and Country
Year 4	Ancient Greece A study of Greek life and achievements and their influence on the western world	A local history study 6 Towns	The achievements of the earliest civilisations The Indus Valley
History Milestones	<p>Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p>
Writing Opportunities Narrative, non-fiction and poetry opportunities <u>Statutory at KS2</u>	<p>Write stories that contain mythical, legendary or historical characters or events.</p> <p>Write plays.</p> <p>Write biographies.</p> <p>Learn by heart and perform a significant poem.</p> <p><u>Narratives</u></p> <p><u>Poetry</u></p>	<p>Write stories set in places pupils have been</p> <p>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</p> <p>Write persuasively. Write explanations.</p> <p>Write formally Write non-chronological reports.</p> <p>Write arguments. Write poems that convey an image</p> <p><u>Non-fiction</u> <u>Different purposes.</u></p>	<p>Write stories of mystery and suspense.</p> <p>Write recounts.</p> <p>Write in a journalistic style.</p> <p>Write cinquain.</p> <p><u>Narratives</u></p> <p><u>Non-fiction</u></p>



HISTORY MILESTONES WITH LINKED WRITING OPPORTUNITIES

Learning Team	Autumn 1 Settling In and Celebration	Spring Let's Eat and Entertain	Summer Town and Country
Year 5	A local history study Pottery industry	A non-European society Mayan Civilization	Changes in Britain from the Stone Age to the Iron Age Could include; late Neolithic, Bronze Age and Iron Age
History Milestones	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Use appropriate historical vocabulary to communicate, including: dates , time period, era , chronology , continuity, change, century, decade and legacy.</p> <p>Use original ways to present information and ideas.</p>	<p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Use appropriate historical vocabulary to communicate, including: dates , time period, era , chronology , continuity, change, century, decade and legacy.</p>	<p>Understand that no single source of evidence gives the full answer to questions about the past</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era , chronology , continuity, change, century, decade and legacy.</p> <p>Use original ways to present information and ideas.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p>
Writing Opportunities Narrative, non-fiction and poetry opportunities <u>Statutory at KS2</u>	<p>Write stories set in places pupils have been.</p> <p>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</p> <p>Write instructions.</p> <p>Write non-chronological reports.</p> <p><u>Non-fiction</u></p> <p><u>Different purposes.</u></p>	<p>Write stories of adventure.</p> <p>Write explanations.</p> <p>Learn by heart and perform a significant poem.</p> <p>Write haiku.</p> <p><u>Narratives</u></p> <p><u>Poetry</u></p> <p><u>Different purposes.</u></p>	<p>Write stories that contain mythical, legendary or historical characters or events.</p> <p>Write recounts.</p> <p>Write biographies.</p> <p>Write arguments.</p> <p>Write poems that convey an image</p> <p><u>Non-fiction</u></p> <p><u>Poetry</u></p>



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Learning Team	Autumn 1 Settling In and Celebration	Spring Let's Eat and Entertain	Summer Town and Country
Year 6	A local history study St Gregory's school history and Census investigation	The Viking and Anglo-Saxon struggle Could include: Viking raids and invasion, Edward the Confessor, Anglo-Saxon laws and justice.	The achievements of the earliest civilisations Shang Dynasty
History Milestones	<p>Use sources of evidence to deduce information about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Refine lines of enquiry as appropriate.</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era , chronology , continuity, change, century, decade and legacy.</p> <p>Use original ways to present information and ideas.</p>	<p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use appropriate historical vocabulary to communicate, including: date, time period, era , chronology , continuity, change, century, decade and legacy.</p> <p>Use original ways to present information and ideas.</p>	<p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Refine lines of enquiry as appropriate.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Use appropriate historical vocabulary to communicate, including: dates , time period, era , chronology , continuity, change, century, decade and legacy.</p>
Writing Opportunities Narrative, non-fiction and poetry opportunities <u>Statutory at KS2</u>	<p>Write stories set in places pupils have been.</p> <p>Write letters</p> <p>Write formally.</p> <p>Write in a journalistic style.</p> <p>Learn by heart and perform a significant poem.</p> <p>Write poems that convey an image</p> <p><u>Non-fiction</u></p> <p><u>Different purposes.</u></p>	<p>Write stories that contain mythical, legendary or historical characters or events.</p> <p>Write plays.</p> <p>Write non-chronological reports.</p> <p>Write arguments.</p> <p>Write cinquain</p> <p><u>Narratives</u></p> <p><u>Non-fiction</u></p> <p><u>Different purposes.</u></p>	<p>Write stories of mystery and suspense.</p> <p>Write recounts.</p> <p>Write persuasively.</p> <p>Write biographies.</p> <p>Write haiku.</p> <p><u>Narratives</u></p> <p><u>Poetry</u></p>

Statutory requirement **Non-statutory suggestions (can be altered depending on class, children's interest area or History Leader monitoring)**



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