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|  | Investigate and Interpret the Past | World History-People | World History-Places | Understanding Chronology |
| Milepost 1 | * I can begin to use artefacts to ask and answer question about the past.
* I can ask questions about what it was like for people in the past.
* I can begin to understand that events were not the same for all groups of people.
* I can use artefacts to ask and answer question about the past.
* I can understand and discuss that events were not the same for all groups of people.
* I can use a range of artefacts and sources to find out about the past.
 | * I can begin to describe how events had an effect on people.
* I can talk about some significant people in the past.
* I can begin to recognise that there are reasons why people made the choices they did.
* I can describe how events had an effect on groups of people.
* I can talk a range of significant people in the past.
* I can recognise that there are reasons why people made the choices they did.
 | * I can begin to describe how events had an effect on places.
* I can begin to talk about significant places in the past.
* I can describe how events had an effect on places.
* I can talk about significant places in the past.
 | * I can begin to place events and artefacts on a timeline.
* I can begin to discuss using words like: past, present, older, newer.
* I can talk about changes in my own life.
* I can place events and artefacts on a timeline.
* I can label timelines with words like: past, present, older, newer, and key dates.
* I can talk about significant in my own life.
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| Mile Post 2 | * I can begin to use a range of evidence to ask and answer questions about the past.
* I can begin to use multiple sources to gain an accurate insight into historical events.
* I can begin to present different accounts of events, and discuss why they differ.
* I can begin to explore the reasons for some of the events and changes in history.
* I can use a range of evidence to ask and answer questions about the past.
* I can use and suggest suitable sources of evidence for historical enquiries.
* I can present different accounts of events, and discuss why they differ.
* I can explore the reasons for some of the events and changes in history.
 | * I can begin to understand life in Britain from Ancient to Medieval times.
* I can begin to describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.
* I can understand key aspects of life in Britain from Ancient to Medieval times.
* I can describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.
 | * I can begin to understand how places within Britain have changed from Ancient to Medieval times.
* I can begin to understand the social, ethnic, cultural, and religious diversity of past societies.
* I can understand how places within Britain have changed from Ancient to Medieval times.
* I can understand the social, ethnic, cultural, and religious diversity of past societies.
 | * I can begin to place events, artefacts and historical figures on a timeline using dates.
* I can begin to understand the concept of change over time using evidence.
* I can begin to use dates and time periods to describe events.
* I can confidently place events, artefacts and historical figures on a timeline using dates.
* I can begin to understand the concept of change over time using evidence.
* I can confidently use dates and time periods to describe events.
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| Mile Post 3 | * I can begin to use, interpret, analyse evidence I have gathered about the past.
* I can begin to select and use suitable sources of evidence to form a hypothesis about the past.
* I can begin to understand propaganda and bias in evidence, and that an individual sources isn’t reliable.
* I can confidently use, interpret and analyse evidence I have gathered about the past.
* I can select appropriate sources of evidence to substantiate a hypothesis about the past.
* I understand and can discuss how propaganda and bias manipulates evidence.
 | * I can begin to give an overview of life in Britain and major events from across the world.
* I can begin to discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.
* I can give an overview of life in Britain and major events from across the world.
* I can discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.
 | * I can begin to compare times studied with other areas around the world.
* I can begin to discuss and interpret the social, ethnic, cultural, and religious diversity of past societies.
* I can confidently compare times studied with other areas around the world.
* I can discuss and interpret the social, ethnic, cultural, and religious diversity of past societies.
 | * I can begin to describe the main changes in a period of history, using terms: social, religious, political, technological, cultural
* I can begin to compare and contrast concepts and periods of change within history, representing them on a timeline.
* I can begin to use dates and time periods accurately.
* I can confidently describe the main changes in a period of history, using terms: social, religious, political, technological, cultural
* I can compare and contrast concepts and periods of change within history, representing them on a timeline.
* I can use dates and time periods accurately.
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