

**Milestones****History – Cycle B – Year 1**

By the end of the year, pupils who have experienced the elements of the milestones will have a 'basic' understanding and level of skill. The majority will have an 'expected' understanding and level of skill. Whilst some will have a 'deep' understanding and level of skill.

	Basic:	Expected:	Deep:
<b>Prior Learning/ Experience</b>			
To understand a simple timeline and use the vocabulary of past, present and future			
To visit an historical location			
<b>Holidays</b>			
<b>Chronological Understanding</b>			
I understand the difference between things that happened in the past and the present			
I know about things that happened to me in the past			
I know some things that happened to others in the past			
I understand how to put a few events or objects in order of when they happened			
I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young			
<b>Knowledge and understanding</b>			
I have found out some facts about people long ago (before living memory)			
I have found out some facts about events that happened long ago			
I can say why people may have acted as they did			
<b>Historical interpretation</b>			
I have looked at books to help me find out about the past			
I have listened to stories about the past			
<b>Historical Enquiry</b>			
I look at pictures and ask 'Which things are old and which are new?'			
I answer questions about events, using 'before' and 'after' to describe when something happened			
I look at objects from the past and ask, 'What were they used for?' and try to answer			
I look at pictures from the past and ask, 'What were people doing?'			
<b>Organisation and Communication</b>			
I can sort events or objects into groups (then and now)			
I use times lines to order evens and objects			
I tell stories about the past (sometimes using role-play)			
I write in sentences things I have found out about the past			
I draw pictures and write about them to tell others about the past			

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<b>Great Fire of London &amp; Samuel Pepys</b>			
<b>Chronological Understanding</b>			
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I write in sentences things I have found out about the past			
I draw pictures and write about them to tell others about the past			
<b>Grace Darling</b>			
<b>Chronological Understanding</b>			
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I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young			

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<b>Suffolk Tudors</b>			
<b>Chronological Understanding</b>			
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I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young			
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I look at pictures from the past and ask, 'What were people doing?'			
<b>Organisation and Communication</b>			
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I tell stories about the past (sometimes using role-play)			
I write in sentences things I have found out about the past			
I draw pictures and write about them to tell others about the past			
<b>Toys &amp; Games</b>			
<b>Chronological Understanding</b>			
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	Basic:	Expected:	Deep:
I draw pictures and write about them to tell others about the past			
<b>Suffolk during the wartime 1914-1945 (Including evacuees in Great Finborough)</b>			
<b>Chronological Knowledge</b>			
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