

**Milestones****History – Cycle A – Year 2**

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>Homes</b>			
<b>Chronological Understanding</b>			
I understand and use the words past and present when telling others about an event			
I can recount changes in my own life over time			
I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me			
I use words and phrases such as: recently, when my parents/carers were children, decades and centuries			
<b>Knowledge and Understanding</b>			
I have used information to describe the past			
I use information I have found out about the past to describe the difference between then and now			
I look at evidence to give and explain reasons why people in the past may have acted in the way they did			
I can recount the main events from a significant event in history (giving some interesting details)			
<b>Historical Interpretation</b>			
I have looked at books and pictures (and listened to stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, visits to museum, visit to gallery, visit to a historical site, used the internet)			
<b>Historical Enquiry</b>			
I ask, 'What was it like for the people in the past?' and use information to help me answer the question			
I ask 'What happened in the past?' and use information to help me answer the question			
I ask 'How long ago did an event happen?' and try to work it out (using language such as a little while ago, a very long time ago etc.)			
I estimate the ages of people (younger, older) by studying and describing their features			
<b>Organisation and Knowledge</b>			
I can describe objects, people or events (from the time of)... (significant person or event)			
I use time lines to order events or objects			
I use time lines to place an event or significant person			
I tell stories about the past using my story writing skills			
I draw labelled diagrams and write about them to tell others about people, objects or events from the past			

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	Basic:	Expected:	Deep:
<b>Gunpowder Plot &amp; Guy Fawkes</b>			
<b>Chronological Understanding</b>			
I understand and use the words past and present when telling others about an event			
I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me			
I use words and phrases such as: recently, when my parents/carers were children, decades and centuries			
<b>Knowledge and Understanding</b>			
I have used information to describe the past			
I use information I have found out about the past to describe the difference between then and now			
I look at evidence to give and explain reasons why people in the past may have acted in the way they did			
I can recount the main events from a significant event in history (giving some interesting details)			
<b>Historical Interpretations</b>			
I have looked at books and pictures (and listened to stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, visits to museum, visit to gallery, visit to a historical site, used the internet)			
<b>Historical Enquiry</b>			
I ask, 'What was it like for the people in the past?' and use information to help me answer the question			
I ask 'What happened in the past?' and use information to help me answer the question			
I ask 'How long ago did an event happen?' and try to work it out (using language such as a little while ago, a very long time ago etc.)			
I estimate the ages of people (younger, older) by studying and describing their features			
<b>Organisation and Communication</b>			
I can describe objects, people or events (from the time of)... (significant person or event)			
I use time lines to order events or objects			
I use time lines to place an event or significant person			
I tell stories about the past using my story writing skills			
I draw labelled diagrams and write about them to tell others about people, objects or events from the past			
<b>Transport</b>			
<b>Chronological Understanding</b>			
I understand and use the words past and present when telling others about an event			
I can recount changes in my own life over time			

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I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me			
I use words and phrases such as: recently, when my parents/carers were children, decades and centuries			
<b>Knowledge and Understanding</b>			
I have used information to describe the past			
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I look at evidence to give and explain reasons why people in the past may have acted in the way they did			
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<b>Historical Interpretations</b>			
I have looked at books and pictures (and listened to stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, visits to museum, visit to gallery, visit to a historical site, used the internet)			
<b>Historical Enquiry</b>			
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<b>Organisation and Communication</b>			
I can describe objects, people or events (from the time of)... (significant person or event)			
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<b>Titanic</b>			
<b>Chronological Understanding</b>			
I understand and use the words past and present when telling others about an event			
I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me			
I use words and phrases such as: recently, when my parents/carers were children, decades and centuries			
<b>Knowledge and Understanding</b>			
I have used information to describe the past			

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	Basic:	Expected:	Deep:
I use information I have found out about the past to describe the difference between then and now			
I look at evidence to give and explain reasons why people in the past may have acted in the way they did			
I can recount the main events from a significant event in history (giving some interesting details)			
<b>Historical Interpretation</b>			
I have looked at books and pictures (and listened to stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, visits to museum, visit to gallery, visit to a historical site, used the internet)			
<b>Historical Enquiry</b>			
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<b>Organisation and Communication</b>			
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<b>Anglo-Saxons &amp; Vikings in Suffolk</b>			
<b>Chronological Understanding</b>			
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<b>Knowledge and Understanding</b>			
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<b>Historical Enquiry</b>			
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I tell stories about the past using my story writing skills			
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<b>Castles of Suffolk</b>			
<b>Chronological Understanding</b>			
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