

Milestones**History – Cycle B – 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:
Holidays			
Chronological Understanding			
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			
Knowledge and Understanding			
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)			
Historical Interpretation			
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)			
Historical Enquiry			
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			
Organisation and Knowledge			
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:
Great Fire of London & Samuel Pepys			
Chronological Understanding			
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			
Knowledge and Understanding			
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)			
Historical Interpretations			
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)			
Historical Enquiry			
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			
Organisation and Communication			
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			
Grace Darling			
Chronological Understanding			
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			
Knowledge and Understanding			
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)			
Historical Interpretations			
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)			
Historical Enquiry			
I ask, 'What was it like for the people in the past?' and use information to help me answer the question			
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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			
Organisation and Communication			
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			
Suffolk Tudors			
Chronological Understanding			
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			
Knowledge and Understanding			
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)			
Historical Interpretation			
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)			
Historical Enquiry			
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			
Organisation and Communication			
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			
Toys & Games			
Chronological Understanding			
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			
Knowledge and Understanding			
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)			

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Historical Interpretation			
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Historical Enquiry			
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Organisation and Communication			
I can describe objects, people or events (from the time of)... (significant person or event)			
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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			
Suffolk during the wartime 1914-1945 (Including evacuees in Great Finborough)			
Chronological Understanding			
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			
Knowledge and understanding			
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			
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I can recount the main events from a significant event in history (giving some interesting details)			
Historical Interpretation			
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)			
Historical Enquiry			
I ask, 'What was it like for the people in the past?' and use information to help me answer the question			

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	Basic:	Expected:	Deep:
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			
Organisation and Communication			
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			
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