

Milestones**History – Cycle C – Year 3**

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:
Technology			
Chronological Understanding			
I understand the difference between past and present			
I understand that a time line is divided into different sections of time			
I understand how to put people, events and objects in order of when they happened using dates			
I use words and phrases such as century, decade, after, before, recently to describe the passing of time			
Understanding and Knowledge			
I can use information to describe the past accurately			
I use information I have found out about the past to describe the difference between then and now			
I use evidence, such as pictures, to describe the clothes and ways of life			
I use evidence to give and explain reasons why people in the past may have acted in the different ways to people in the present			
I can recount in detail the main events from a significant event in history			
Historical Interpretation			
I have looked at books, pictures, eyewitness accounts, pictures, photographs, artefacts, visits to museums and galleries and visits to sites to collect evidence about the past			
I can (with help) give reason why there may be different accounts in history			
Historical Enquiry			
I show on a time line, the changes that I have identified during the lesson			
I use evidence to describe what was important to people in the past			
I ask, 'What was it like for the people in the past?' and use information I have gathered 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 century, decade, after, before)			
Organisation and Communication			
I present my work about the past using my speaking, writing, drama and drawing skills			
I can choose the most appropriate way to present my information			

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Florence Nightingale and Mary Seacole (The Crimean War)			
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Organisation and Communication			
I present my work about the past using my speaking, writing, drama and drawing skills			
I can choose the most appropriate way to present my information			
Food			
Chronological Understanding			
I understand the difference between past and present			
I understand that a time line is divided into different sections of time			
I understand how to put people, events and objects in order of when they happened using dates			

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Organisation and Communication			
I present my work about the past using my speaking, writing, drama and drawing skills			
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Explorers of the Antarctic			
Chronological Understanding			
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Organisation and Communication			
I present my work about the past using my speaking, writing, drama and drawing skills			
I can choose the most appropriate way to present my information			
Victorians			
Chronological Understanding			
I understand the difference between past and present			
I understand that a time line is divided into different sections of time			
I understand how to put people, events and objects in order of when they happened using dates			
I use words and phrases such as century, decade, after, before, recently to describe the passing of time			
Knowledge and Understanding			
I can use information to describe the past accurately			
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Organisation and Understanding			
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I can choose the most appropriate way to present my information			
On Our Doorstep			
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I understand the difference between past and present			
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