

Milestones**History – Cycle B – Year 4**

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:
Roman Empire			
Chronological Understanding			
I use a time line to place events I have found out about			
I understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini)			
I can divide recent history into the present, using 21 st Century, and the past using 19 th and 20 th Centuries			
I can name the date of any significant event from the past that I have studied and place it in approximately the right place on the time line			
I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time			
Knowledge and Understanding			
I use evidence to describe the houses and settlements of people in the past			
I use evidence to describe the culture and leisure activities from the past			
I use evidence to describe the clothes, way of life and actions of people in the past			
I use evidence to describe buildings and their uses of people in the past			
I use evidence to describe the things people believed in the past (attitude and religion)			
I use evidence to describe what was important to people in the past			
I use evidence to show how the lives of rich and poor people from the past differed			
I use evidence to find out how any of the above may have change during a time period			
I use evidence to give reasons why changes may have occurred			
I show on a time line, the changes that I have identified			
I can describe some similarities and differences between some people, events and objects (artefacts) I have studied			
I can describe how some of the things I have studied from the past affect life today			
Historical Interpretation			
I have looked at two versions of the same event in history and have identified differences in the account			
I give reasons why there may be different accounts of history			

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	Basic:	Expected:	Deep:
Historical Enquiry			
I use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music artefacts, historic building, visits to museums and galleries and visits to sites to collect evidence about the past			
I ask, 'What was it like for a... (child, rich person, etc) during...			
I suggest sources of evidence to help me answer questions			
Organisation and Communication			
I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills			
I use dates and term accurately			
I discuss the most appropriate way to present my information, which I realise is for an audience			
Anglo-Saxons & Scots			
Chronological Understanding			
I use a time line to place events I have found out about			
I understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini)			
I can divide recent history into the present, using 21 st Century, and the past using 19 th and 20 th Centuries			
I can name the date of any significant event from the past that I have studied and place it in approximately the right place on the time line			
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Knowledge and Understanding			
I use evidence to describe the houses and settlements of people in the past			
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I can describe some similarities and differences between some people, events and objects (artefacts) I have studied			

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Ancient Greece			
Chronological Understanding			
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I understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini)			
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I use evidence to describe the clothes, way of life and actions of people in the past			
I use evidence to describe buildings and their uses of people in the past			
I use evidence to describe the things people believed in the past (attitude and religion)			
I use evidence to describe what was important to people in the past			
I use evidence to show how the lives of rich and poor people from the past differed			

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