

Milestones**History – Cycle A – Year 6**

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:
Stone Age			
Chronological Understanding			
I use time lines to place events I have found out about both in this country and abroad			
I understand that a time line can be divided into periods: Before Christ (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc.) AD Romans (AD 43) Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603) Georgians (AD 1714) Victorians (AD 1837) Today (AD 1939...)			
I can describe the main changes in a period of history, using words such as 'social', 'political', 'religious', 'technological' and 'cultural'			
I can name the date of any significant events from the past that I have studied and place it in the right place on a time line			
I use words and phrases such as era, period, century, decade, before Christ, AD, after, before, during to describe the passing of time			
Knowledge and Understanding			
With help, I choose reliable sources of factual evidence to describe the houses and settlements of people in the past			
With help, I choose reliable sources of factual evidence to describe the culture and leisure activities from the past			
With help, I choose reliable sources of factual evidence to describe the clothes, way of life and actions of people in the past			
With help, I choose reliable sources of factual evidence to describe buildings and their uses of people from the past			
With help, I choose reliable sources of factual evidence to describe the things people believed in the past (attitudes and religion)			
With help, I choose reliable sources of factual evidence to describe what was important to people from the past			
With help, I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed			
With help, I choose reliable sources of factual evidence to find out how any of the above may have changed during a time period			
I give my own reasons why changes may have occurred, backed up by evidence I have researched			
I show on a time line, the changes that I have identified			
I can describe similarities and differences between some people, events and objects (artefacts) I have studied			

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	Basic:	Expected:	Deep:
I can describe how some of the things I have studied from the past affect life today			
Historical Interpretation			
I have looked at different versions of the same event in history and have identified differences in the account			
I know that people both now and in the past represent events or ideas in a way that persuades others			
I know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretation of history			
I give clear reasons why there may be different accounts of history			
Historical Enquiry			
I use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past			
I ask, 'What was I like for a... (child, rich person etc.) during...			
I choose relatable sources of evidence to help me answer questions, realising that there is often not a single answer to historical 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 terms accurately			
I choose the most appropriate way to present my information, which I realise is for an audience			
Iron Age			
Chronological Knowledge			
I use time lines to place events I have found out about both in this country and abroad			
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Ancient Egypt			
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