

	Investigate and Interpret the Past	World History-People	World History-Places	Understanding Chronology
Milepost 1	<ul style="list-style-type: none"> I can begin to use artefacts to ask and answer question about the past. I can ask questions about what it was like for people in the past. I can begin to understand that events were not the same for all groups of people. I can use artefacts to ask and answer question about the past. I can understand and discuss that events were not the same for all groups of people. I can use a range of artefacts and sources to find out about the past. 	<ul style="list-style-type: none"> I can begin to describe how events had an effect on people. I can talk about some significant people in the past. I can begin to recognise that there are reasons why people made the choices they did. I can describe how events had an effect on groups of people. I can talk a range of significant people in the past. I can recognise that there are reasons why people made the choices they did. 	<ul style="list-style-type: none"> I can begin to describe how events had an effect on places. I can begin to talk about significant places in the past. I can describe how events had an effect on places. I can talk about significant places in the past. 	<ul style="list-style-type: none"> I can begin to place events and artefacts on a timeline. I can begin to discuss using words like: past, present, older, newer. I can talk about changes in my own life. I can place events and artefacts on a timeline. I can label timelines with words like: past, present, older, newer, and key dates. I can talk about significant in my own life.
Mile Post 2	<ul style="list-style-type: none"> I can begin to use a range of evidence to ask and answer questions about the past. I can begin to use multiple sources to gain an accurate insight into historical events. I can begin to present different accounts of events, and discuss why they differ. I can begin to explore the reasons for some of the events and changes in history. I can use a range of evidence to ask and answer questions about the past. I can use and suggest suitable sources of evidence for historical enquiries. I can present different accounts of events, and discuss why they differ. I can explore the reasons for some of the events and changes in history. 	<ul style="list-style-type: none"> I can begin to understand life in Britain from Ancient to Medieval times. I can begin to describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children. I can understand key aspects of life in Britain from Ancient to Medieval times. I can describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children. 	<ul style="list-style-type: none"> I can begin to understand how places within Britain have changed from Ancient to Medieval times. I can begin to understand the social, ethnic, cultural, and religious diversity of past societies. I can understand how places within Britain have changed from Ancient to Medieval times. I can understand the social, ethnic, cultural, and religious diversity of past societies. 	<ul style="list-style-type: none"> I can begin to place events, artefacts and historical figures on a timeline using dates. I can begin to understand the concept of change over time using evidence. I can begin to use dates and time periods to describe events. I can confidently place events, artefacts and historical figures on a timeline using dates. I can begin to understand the concept of change over time using evidence. I can confidently use dates and time periods to describe events.
Mile Post 3	<ul style="list-style-type: none"> I can begin to use, interpret, analyse evidence I have gathered about the past. I can begin to select and use suitable sources of evidence to form a hypothesis about the past. I can begin to understand propaganda and bias in evidence, and that an individual sources isn't reliable. I can confidently use, interpret and analyse evidence I have gathered about the past. I can select appropriate sources of evidence to substantiate a hypothesis about the past. I understand and can discuss how propaganda and bias manipulates evidence. 	<ul style="list-style-type: none"> I can begin to give an overview of life in Britain and major events from across the world. I can begin to discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children. I can give an overview of life in Britain and major events from across the world. I can discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children. 	<ul style="list-style-type: none"> I can begin to compare times studied with other areas around the world. I can begin to discuss and interpret the social, ethnic, cultural, and religious diversity of past societies. I can confidently compare times studied with other areas around the world. I can discuss and interpret the social, ethnic, cultural, and religious diversity of past societies. 	<ul style="list-style-type: none"> I can begin to describe the main changes in a period of history, using terms: social, religious, political, technological, cultural I can begin to compare and contrast concepts and periods of change within history, representing them on a timeline. I can begin to use dates and time periods accurately. I can confidently describe the main changes in a period of history, using terms: social, religious, political, technological, cultural I can compare and contrast concepts and periods of change within history, representing them on a timeline. I can use dates and time periods accurately.