	St Michael's CE Primary School				
	Investigate and Interpret the Past	World History- People	World History- Places	Understanding Chronology	Communicate History- Vocabulary
Early Years Milestone and Milestone 1a-Class 1	• I can talk about images from familiar situations in the past. • 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 compare characters from stories including figures from the past. • I can talk about the lives of people around me and their roles in society. • 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 talk about similarities and differences between things in the past and now. • 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 understand the past through settings, characters and storytelling. • 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.	• past, long time ago, last year, when I was __ years old • Monarch, monarchy, legacy, reign, Queen, Prince, responsibilities, children • Travel, explorer, centuries, journey, sailor, voyage, Americas, Atlantic Ocean • , zoo, Museum, Wells, local area
Milestone 2b Class 2	• 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.	• 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.	• I can describe how events had an effect on places. • I can talk about significant places in the past.	• 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.	• Coronation, Monarch, Queen, reign, Westminster Abbey, Buckingham Palace, jubilee, decade, Commonwealth • Lunar, moon, exploration, orbit, Kennedy Space Center, Neil Armstrong, Buzz Aldrin, space, astronaut • Guy Fawkes, Houses of Parliament, treason, plot, gunpowder, November, Protestant, Catholic, government, King James I, Bonfire Night • , Museum, Wells, settlement

Milestone 2 Class 3	• 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.	• 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.	• 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.	• 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.	• Stone Age, Skara Brae, nomadic, Neolithic, Mesolithic, historical source, ancestors, era, tools ,weapons, archaeologist • Bronze Age, trade, travel, metal work, Beaker people, settlement, archaeologist • Roman Empire, territory ,frontiers, Rome, myths, economy, trade, emperor, Queen Boudicca • Iron Age, Roman Conquest, fortified settlements, Celts, legacy, roundhouses, tools, weapons • Anglo-Saxons, conquered, Angles, Saxons, Jutes, King Ethelbert, Normandy, Christianity, medieval, legacy, kingdom • Scandinavia, Vikings, sailors, explorers, raid, traders, longships, colonise • Ancient Egypt, Africa, River Nile, Cleopatra, archaeologist, pyramids of Giza, mummification, Tutankhamun, preserve, embalmed, Pharoah, hieroglyphics • Tudor, monarch, legacy, War of the Roses, House of York/Lancaster, heir, divorced, beheaded, died, Elizabeth, medieval, reformation, parliament, alliance, Protestant, Catholic.
Miletone 3 Class 4	• 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.	• 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.	• 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.	• 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.	• Ancient Greeks, legacy, democracy, citizens, columns (Doric, Ionic, Corinthian), architecture, myth, legend, Gods, philosophy, influential • Islamic, prophet, Baghdad, Caliphate, Mongols, Khan Dynasty, trade, Silk Road, travel, explore, translate, House of Wisdom, Muslim, Christianity, Judaism • Cobbler, Wellingborough, Northamptonshire, Dr Martens, museum, Industrial Revolution, trade, technology, mechanisation