

## Example of Skills and Knowledge Milestones combined into a Unit.

Year 5	Year 6
Skills	Skills
<p>Chronological Understanding Year 5</p> <ul style="list-style-type: none"> <li>* Place current study on timeline in relation to other historical periods studied (e.g. stone age, bronze age, Romans, Anglo-Saxons and Vikings).</li> <li>* Use relevant terms and period labels.</li> <li>* Make comparisons between different times in history.</li> </ul> <p>Knowledge and understanding of events, people and changes in the past Year 5</p> <ul style="list-style-type: none"> <li>* Choose reliable sources of information to find out about the past.</li> <li>* Give reasons why changes may have occurred, backed up by evidence.</li> <li>* Describe similarities &amp; differences between some people, events &amp; artefacts studied.</li> <li>* Describe how historical events studied affect or influence life today.</li> <li>* Offer reasonable explanations for some events.</li> <li>* Make links between some of the features of past societies (eg. religion, houses, society).</li> </ul> <p>Historical Interpretation Year 5</p> <ul style="list-style-type: none"> <li>* Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>* Give reasons why there may be different accounts of history.</li> <li>* Evaluate evidence to choose the most reliable forms.</li> </ul> <p>Historical Enquiry Year 5</p>	<p>Chronological Understanding Year 6</p> <ul style="list-style-type: none"> <li>* Place current study on a timeline in relation to other studies.</li> <li>* Sequence up to ten events on a timeline.</li> <li>* Use knowledge and understanding to describe the characteristic features of past societies and periods.</li> <li>* Understand how some historical events occurred concurrently in different locations ie. Ancient Egypt &amp; Prehistoric Britain.</li> </ul> <p>Knowledge and understanding of events, people and changes in the past Year 6</p> <ul style="list-style-type: none"> <li>* Choose reliable sources of information to find out about the past.</li> <li>* Give reasons why changes may have occurred, backed up by evidence.</li> <li>* Examine causes and results of great events and the impact on people.</li> <li>* Describe and explain how historical events studied affect or influence life today.</li> <li>* Explain the links between some of the features of past societies (eg. religion, houses, society, technology).</li> </ul> <p>Historical Interpretation Year 6</p> <ul style="list-style-type: none"> <li>* Evaluate evidence to choose the most reliable forms.</li> <li>* Know that people both in the past and now have a point of view and that this can affect interpretation.</li> <li>* Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul> <p>Historical Enquiry Year 6</p> <ul style="list-style-type: none"> <li>* Begin to select and combine information from historical sources to support an historical enquiry and evaluate its success.</li> </ul>

<ul style="list-style-type: none"> <li>* Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums &amp; galleries to collect evidence about the past.</li> <li>* Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>* Investigate own lines of enquiry by posing questions to answer.</li> <li>* Begin to identify primary and secondary sources.</li> </ul> <p>Organisation and Communication Year 5 and Year 6</p> <ul style="list-style-type: none"> <li>* Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling &amp; using IT and making appropriate use of dates and some specialist terms.</li> <li>* Plan &amp; present a self-directed project or research about the studied period.</li> </ul>	<ul style="list-style-type: none"> <li>* Evaluate which historical questions are useful to answer specific enquiries and evaluate the success of strategies.</li> </ul> <p>Organisation and Communication Year 5 and Year 6</p> <ul style="list-style-type: none"> <li>* Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling &amp; using IT and making appropriate use of dates and some specialist terms.</li> <li>* Plan &amp; present a self-directed project or research about the studied period.</li> </ul>
Knowledge Milestones Y5	Knowledge Milestones Y6
<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can locate and show when Mother Shipton was alive and when she died on a timeline.</li> <li>• I can locate Knaresborough on a map with support.</li> <li>• I know who Mother Shipton was and that she was born in Knaresborough.</li> <li>• I know that Mother Shipton was famous for making predictions and that some of them came true.</li> </ul> <p>Meeting (Emerging plus the following) :</p> <ul style="list-style-type: none"> <li>• I can locate the Tudor period and the Great Fire of London on a timeline and show when Mother Shipton was alive.</li> <li>• I can locate Knaresborough on a map.</li> <li>• I can recount some key facts about Mother Shipton's life, e.g. she was born in a cave, and she was married to Tony Shipton etc.</li> <li>• I can explain why people thought that Mother Shipton was a witch.</li> <li>• I can ask questions about why Mother Shipton acted as she did.</li> <li>• I recognise that people from different social classes lived in different ways.</li> </ul> <p>Exceeding (All of the above plus the following):</p> <ul style="list-style-type: none"> <li>• I can locate the Tudor period on a timeline and show when Mother Shipton was alive and when she died. I can plot when her prophecies were predicted on a timeline.</li> </ul>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>• I can locate the Tudor period on a timeline and show when Mother Shipton was alive.</li> <li>• I can locate Knaresborough on a map.</li> <li>• I can recount some key facts about Mother Shipton's life, e.g. She was born in a cave; she was married to Tony Shipton etc.</li> <li>• I can explain why people thought that Mother Shipton was a witch.</li> <li>• I can ask questions about why Mother Shipton acted as she did.</li> </ul> <p>Meeting (Emerging plus the following):</p> <ul style="list-style-type: none"> <li>• I can locate the Tudor period on a timeline and show when Mother Shipton was alive and when she died. I can plot when her prophecies were predicted on a timeline.</li> <li>• I can explain some of the prophecies that Mother Shipton made during her life time, understanding the old English language while doing so.</li> <li>• I can understand the difference between fact and legend and explore the myths and evidence regarding Mother Shipton's life.</li> <li>• I can understand some of the power struggles between church and crown during the Tudor Times.</li> <li>• I can draw comparisons between the social classes in Tudor Yorkshire</li> </ul> <p>Exceeding (All of the above plus the following):</p> <ul style="list-style-type: none"> <li>• I can use dates to sequence events from Mother Shipton's life, using time terms, such as 'CE'/'BCE'/'AD' and period labels and terms.</li> <li>• I can explain some of the prophecies that Mother Shipton made, commenting on the various ones that have been proved</li> </ul>

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| <ul style="list-style-type: none"><li>• I can explain some of the prophecies that Mother Shipton made during her life time, understanding the old English language while doing so.</li><li>• I can understand the difference between fact and legend and explore the myths and evidence regarding Mother Shipton's life.</li><li>• I can understand some of the power struggles between church and crown during the Tudor Times.</li><li>• I can understand the importance of the Magna Carta and explain what it is.</li></ul> |  |
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