

<h2 style="text-align: center;">HISTORY MILESTONE PROGRESSION- Disciplinary Knowledge</h2> <p style="text-align: center;">Goals children should reach by the end of each Milestone</p> <p style="text-align: center;">Within each MILESTONE children gradually progress their procedural and semantic knowledge through three cognitive domains: BASIC, ADVANCING, DEEP.</p>																			
Threshold Concepts <small>The big ideas which underpin history. These are explored in a breadth of topics to develop a history schema.</small>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33.33%; text-align: center;">Milestone 1</th><th style="width: 33.33%; text-align: center;">Milestone 2</th><th style="width: 33.33%; text-align: center;">Milestone 3</th></tr> </thead> <tbody> <tr> <td style="height: 150px; vertical-align: top;">Investigate and interpret the past Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.</td><td style="height: 150px; vertical-align: top;">Use evidence to ask questions and find answers to questions about the past. 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This provides a progression model. To meet each Milestone children will need strong schema based on knowledge, vocabulary and tasks. Different pedagogical styles are used in each of the cognitive domains. Direct instruction in the basic domain and problem-based discovery in the deep domain. Proof of Progress tasks show are curriculum expectations in each cognitive domain.