



Learning Objective	Key Indicators	Basic <i>Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise</i>	Advancing <i>Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare</i>	Deep <i>Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.</i>
To investigate and interpret the past	Observe or handle evidence to ask questions and find answers about the past.	With the support of an adult, evidence is explored to find out about the past.	When presented with evidence, some questions about the past are asked and answered.	Evidence is beginning to be selected in order to ask and answer questions about the past.
	Ask questions such as 'What was it like for people? What happened? How long ago?'	During structured activities, some questions about the past are asked.	A growing number of questions about the past are asked.	Good relevant questions about the past are asked and the answers investigated.
	Identify some of the different ways the past has been represented.	With support, there is an awareness that pictures, stories and accounts represent the past.	A growing knowledge of representations of the past are understood and used, such as newspapers, stories, pictures, artefacts and documents.	A wide variety of representations of the past are known and carefully selected to investigate the past.
To build an overview of world history	Describe historical events.	With support, some historical events are described.	A range of historical events are described, using a range of historical language and interesting detail.	A wide range of historical events are described and presented in a number of ways, using historical language and interesting and pertinent detail.
	Describe significant people from the past.	With support significant people are studied and described.	The term 'significant' is increasingly understood and used to select people from the past to describe.	There is a strong awareness of the term 'significant' and this is used to justify choices of people to study and describe.
	Recognise that there are reasons why people in the past acted as they did.	With support, the actions of people in the past are studied and described.	There is a growing understanding of the reasons	The reasons why people acted as they did in the past are

			<i>why people in the past acted as they did. Decisions are made as to how to present this information.</i>	<i>thoroughly explored from more than one point of view. Opinions of these actions are presented and justified.</i>
To understand chronology	<i>Place events and artefacts in order on a time line.</i>	<i>With support, there is some understanding of the passing of time and how it may be represented in order of events.</i>	<i>There is a growing understanding of the passing of time and decisions are made as to how to place events and artefacts in the correct order.</i>	<i>There is a well-developed understanding of the passing of time and events and objects are placed in order, with clear explanations for choices, that include historical language.</i>
	<i>Label timelines with words or phrases such as: past, present, older and newer.</i>	<i>During structured activities timelines are annotated with historical language.</i>	<i>Timelines are generally annotated to include some historical language.</i>	<i>Timelines have detailed annotations which show a good grasp of historical language.</i>
	<i>Recount changes that have occurred in one's life.</i>	<i>During structured activities the main events of one's own life are recounted.</i>	<i>The main events of one's own life are recounted with interesting historical detail.</i>	<i>The main events in one's own life are presented in lively or novel ways with an excellent use of historical language to add detail.</i>
	<i>Use dates where appropriate.</i>	<i>With support, dates are used to chart events.</i>	<i>Dates are used to chart some events.</i>	<i>Dates are used in a variety of forms, including days, months and years.</i>
To communicate historically	<i>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</i>	<i>During structured activities, historical language is used.</i>	<i>Historical language is becoming fluent and decisions as to what language to use are beginning to be made.</i>	<i>Historical language is fluent and used appropriately in a wide variety of situations.</i>
outcome				

