

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>
<i>To investigate and interpret the past</i>	<i>Use sources of evidence to deduce information about the past.</i>	<i>There is some awareness of the word 'deduce'.</i>	<i>Evidence is selected and investigated and there are some good examples of conclusions that have been deduced from its scrutiny.</i>	<i>Evidence is collected, sifted and investigated to provide well-reasoned arguments for events in the past.</i>
	<i>Suggest suitable sources of evidence, giving reasons for choices.</i>	<i>Some suitable sources of evidence are suggested.</i>	<i>Suitable evidence is suggested and explored with some reasons for its suitability explained.</i>	<i>Clear reasoning and careful judgement is used to select and explore evidence.</i>
	<i>Use sources of information to form testable hypotheses about the past.</i>	<i>With support, hypotheses are formed and investigated.</i>	<i>Generally some interesting hypotheses are formed from a growing knowledge of the past and tested through further research.</i>	<i>Interesting and thoughtful hypotheses are formed, based on a deep understanding of the past, and are tested by looking at unfamiliar evidence and different viewpoints.</i>
	<i>Seek out and analyse a wide range of evidence in order to justify claims about the past.</i>	<i>Some good suggestions of suitable evidence are given and used to back up conclusions.</i>	<i>A growing range of evidence is sought and explored in formulating and justifying claims about the past.</i>	<i>A wide and carefully chosen range of evidence is sought and explored in formulating and justifying claims about the past.</i>
	<i>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</i>	<i>There is some awareness that some historical documents represent propaganda.</i>	<i>The social and political contexts of evidence are studied and conclusions drawn as to the reliability of the source.</i>	<i>There is a good understanding of the social, cultural, political and religious contexts in which historical evidence was created and this is acknowledged when formulating conclusions.</i>
	<i>Understand that no single source of evidence gives the full answer to questions about the past.</i>	<i>There is a growing awareness of the need to look at more than one source of evidence.</i>	<i>A number of sources of evidence are sought out.</i>	<i>A wide range of evidence is collected, sifted and used.</i>

	Refine lines of enquiry as appropriate	There are some good examples of refining lines of enquiry.	There are some good examples of refinements to a line of enquiry with reasons given for the refinements.	Lines of enquiry are altered in a timely manner based on emerging evidence or conflicting accounts of history.
To build an overview of world history	Identify continuity and change in the history of the locality of the school.	There is a growing understanding of the concepts of continuity and change and some examples of this are given.	Key themes are compared and areas of continuity and change identified and described.	Key theses are selected to show contrast in continuity and change.
	Give a broad overview of life in Britain and some major events from the rest of the world.	When reminded, the broad history of Britain and some ancient societies from around the world are described.	There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail.	There is an excellent understanding of the nature of British history and ancient civilisations. They are described in interesting and novel ways.
	Compare some of the times studied with those of other areas of interest around the world.	With support, some time periods are compared and described.	Time periods are selected and compared with interesting detail given.	Time periods are carefully chosen to show similarities and differences with clear and interesting detail given.
	Describe the social, ethnic, cultural or religious diversity of past society.	With support, descriptions of the past involve a number of aspects.	Descriptions of the past involve a number of aspects.	Descriptions of the past show a good understanding of the many different aspects of historical contexts.
	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	When reminded, the characteristic features of the past, from a range of perspectives, are described.	Generally, the characteristic features of the past, from a range of perspectives, are described.	Many of the characteristic features of the past are detailed from a carefully selected range of perspectives.
To understand chronology	Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural)	The concept of change within a time period is understood, with some examples given.	Changes within a time period are chronicled in a logical and interesting way.	Changes within a time period are described in various terms, such as growth and decline.
	Identify periods of rapid change in history and contrast them with times of relatively little change.	In structured activities, there is some description in the rate of change with some good examples provided.	There is a general understanding that time periods can be described as times of rapid or relatively little change and	The rate and extent of change is described and some reasons suggested.

			<i>examples are chosen to represent this.</i>	
	<i>Understand the concepts of continuity and change over time, representing them, along with evidence on a timeline.</i>	<i>There is some awareness of the concepts of continuity and change and, with support, they are represented.</i>	<i>There is generally a good awareness of the concepts of continuity and change and they are represented in interesting ways on an annotated timeline.</i>	<i>Times of continuity and change are identified and described in a number of interesting ways, along with a number of well-considered possible reasons.</i>
	<i>Use dates and terms accurately in describing events.</i>	<i>When reminded, dates and terms are used to describe events.</i>	<i>Dates and terms are used to describe events.</i>	<i>Dates and terms are recalled or researched and used to describe events.</i>
<i>To communicate historically</i>	<i>Use appropriate historical vocabulary to communicate, including dates, time period, era, chronology, continuity, change, century, decade and legacy.</i>	<i>Some appropriate historical language is used.</i>	<i>Generally historical language is used.</i>	<i>Historical language is fluent and used in widespread situations.</i>
<i>outcome</i>				