

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 evidence to ask questions and find answers to questions about the past.</i>	<i>There are some good examples of using evidence to ask and answer questions about the past.</i>	<i>There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past.</i>	<i>Evidence is carefully selected and investigated and used to ask pertinent questions and to explore possible answers.</i>
	<i>Suggest suitable sources of evidence for historical enquiries.</i>	<i>There is some awareness of the suitability of evidence.</i>	<i>Evidence is generally chosen for its suitability.</i>	<i>Evidence is carefully selected for its suitability and clear reasons are given for choices made.</i>
	<i>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</i>	<i>There is some awareness that different sources of evidence give a variety of information about the past.</i>	<i>A range of evidence is selected in order to gain a more accurate understanding of history.</i>	<i>Evidence is sifted and carefully selected to gain a thorough understanding of history.</i>
	<i>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</i>	<i>There is some awareness that there are different accounts and interpretations of historical events.</i>	<i>Different accounts and interpretations of historical events are explored and some reasons given why the accounts may differ.</i>	<i>Different accounts and interpretations of historical events are thoroughly explored and presented with well-reasoned arguments for which may be the most accurate.</i>
	<i>Suggest causes of consequences of some of the main events and changes in history.</i>	<i>Some good suggestions on causes and consequences of some familiar events in history are put forward.</i>	<i>Many good and thoughtful suggestions are offered on the causes and consequences of main events in history.</i>	<i>Carefully considered suggestions, along with alternative viewpoints about the causes and consequences of the main events in history are presented in an interesting way.</i>

To build an overview of world history	Describe changes that happened in the locality of the school throughout history.	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.
	Give a broad overview of life in Britain.	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.
	Compare some of the times studied with those of other areas of interest around the world.	With support, the actions of people in the past are studied and described.	There is a growing understanding of the reasons why people in the past acted as they did. Decisions are made as to how to present this information.	The reasons why people acted as they did in the past are thoroughly explored from more than one point of view. Opinions of these actions are presented and justified.
Describe the social, ethnic, cultural or religious diversity of past society.	With support, the past is described in a number of ways.	The past is described by selecting which aspects to focus upon.	The past is described in a wide range of ways with carefully chosen foci that are clearly explained.	
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	With support, the characteristic features of the past are described.	The main characteristic features of the past are generally described.	The main characteristic features of the past are understood and described with interesting detail.	
To understand chronology	Place events, artefacts and historical figures on a time line using dates.	With support, there is some understanding of the passing of time and how it may be represented in order of events.	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.	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.
Understand the concept of change over time, representing this, along with evidence, on a timeline.	With support, changes over time are represented on a timeline.	The concept of change in key themes is understood and some good examples of this are represented on timelines.	There is a thorough exploration and description of change in some key themes in history. Timelines	

				are used to chart changes and to comment upon the rate of change.
	Use dates and terms to describe events.	When reminded, key dates are refused.	Key dates are generally used.	Key dates are used in almost all historical accounts.
To communicate historically	Use appropriate historical vocabulary to communicate, including dates, time period, era, change, chronology.	When reminded, historical language is used.	Historical language is selected and used appropriately.	Historical language is carefully chosen and used well to describe a wide range of events.
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