

Ge Hi RE *selecting and evaluating evidence*

- Step 1
1a. I find information from things I am given (like books, pictures, maps, charts, objects) to help me answer questions.

- Step 2
1b. I use sources of information (like books, pictures, maps, charts, objects) and things I notice from my own observations to help answer questions.

- Step 3
1c. As well as using simple facts from sources of information, I make some inferences to help answer questions.

- 1d. I know the some sorts of information that might be useful (e.g. diaries, paintings, photos, maps, artefacts, my own observations and measurements).

- Step 4
1e. I can put together information from different sources to help me answer questions. I can sometimes pick out sources of information that are really useful for answering the question.

- 1f. I know different sorts of information that might be useful (e.g. birth/death certificates, census records, statistical data as well as diaries, paintings, photos, maps, artefacts, my own observations and measurements)

- 1g. In the sources I use, I can pick out parts which show someone's opinion (their viewpoint or interpretation) from parts which are fact.

- Step 5
1h. I can examine sources of information and choose ones that are trustworthy and/or useful for my task. I can give reasons why I think some are more trustworthy and more useful for my task than others.

- 1i. I check and compare facts in different sources, trying to cross-reference information.

- 1j. When I look at sources of information, I can point out different viewpoints (different opinions and interpretations people have made). I can suggest why there might be different viewpoints

- 1k. I can explain how sources of information are used to answer questions.

Ge Hi RE *describing, comparing, explaining, evaluating*

- Step 1
2a. I can talk about things I know in history, geography and RE.

- Step 2
2b. I can talk and write about things in history, geography and RE.

- 2c. I can say what I think about something I have seen, heard or experienced.

- 2d. When I compare things I can sometimes notice things which are similar or different.

- 2e. I can sometimes pick out a reason for something.

- Step 3
2f. When I describe things I have studied, I include some of the important ideas.

- 2g. When I compare things, I can point out some differences or changes.

- 2h. I can suggest one or two reasons for (or results of) the differences or changes.

- 2i. I can give some reasons for my views when I say what I think about something.

- Step 4
2j. I can describe the important features of things I have studied in good detail.

- 2k. I can describe similarities and differences (or changes).

- 2l. I can suggest some sensible reasons for or causes of changes and events and some effects, results or consequences of them.

- 2m. I can explain my own views and the views that others have.

- Step 5
2n. I can give detailed descriptions. (I include more than just the main points.)

- 2o. I can give sensible explanations for things and give some examples.

- 2p. I can explain similarities and differences.

- 2q. I can point out links and relationships [between places, between events and changes, between past societies and periods, between religious belief and action]

- 2r. I can explain my own views and some things that influenced these.

Ge Hi RE *communicating ideas*

- Step 1
3a. I can answer questions using information I am given.

- Step 2
3b. I can answer questions using information I am given and things I notice myself.

- 3c. I ask some good questions of my own

- 3d. I am beginning to use some good vocabulary.

- Step 3
3e. I make some inferences as well as using simple facts in my answers.

- 3f. I use some technical terms well in my work.

- Step 4
3g. I try to organise my work and answers well (with main ideas, detail and examples).

- 3h. I use the right technical vocabulary in my work.

- Step 5
3i. I organise my work/answers well and include sensible, clear conclusions.

- 3j. I make good use of technical vocabulary throughout my work.

- 3k. I make good choices when deciding the best ways to present my work (including when to use helpful diagrams, maps, charts, etc).

- 3l. I can think of relevant questions that could be answered or investigated in my history/geography/RE topic.

