

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Chronology, knowledge and understanding of history	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1a I can make some comments about things (features, events, people and themes) from the past	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2a I can describe some features, events, people and themes from the past	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3a When I talk or write about features, events, people and themes from the past, I can include some details.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4a When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5a When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6a When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7a When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1b I can sequence a few events or related objects	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2b I can sequence a few events, objects or pieces of information on a timeline	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3b I can place events, objects, themes and people from my history topic on a timeline	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4b I can place a number of events, objects, themes and people from topics I have studied on a timeline	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5b I can place historical periods I have studied as well as information about my topic on a timeline	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6b I can use a timeline to sequence local, national and international events as well as historical periods	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1c I can use a number of time terms, such as 'now', 'then', 'yesterday', "days", 'week', 'month', 'year', 'nowadays', "past", 'old' and 'new'.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2c1 I can use a wider range of "time" terms including: recently, before, after, now, later <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2c2 I can use past and present when describing events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3c1 I can use some "historical period" terms. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3c2 I can also use "century", "decade", "BC"/"BCE", "AD"/"CE"	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4c I can use some dates and historical period terms.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5c I use dates and historical period terms accurately	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6c I can use historical periods as reference points.	
Continuity and change (during and between periods)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2d I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3d I can point out some similarities and differences between aspects of life at different times in the past	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4d I can describe some changes in the historical period I am studying	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5d I can describe changes within and between periods and societies I have learned about	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6d I can describe and make some links between events, situations and changes within and between different periods and societies	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7d I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time
Diversity (within a period)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2e I can point out some similarities and some differences between the ways of life different people living at the time I am learning about	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3e I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4e I can describe similarities and differences between some people, events and beliefs in the period of history I am studying	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5e I can describe similarities and differences in society, culture and religion in Britain at local and national levels	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6e I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7e I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies
Cause and consequence		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2f I can make some comments about why people did things, why events happened and what happened as a result	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3f I can pick out some reasons for and results of people's actions and events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4f I can suggest reasons for and results of people's actions and events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5f I can give some reasons for and results of historical events, situations and changes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6f I can explain my suggestions when giving reasons for and results of historical events, situations and changes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7f I can analyse and explain reasons for and results of historical events, situations and changes
Significance			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3g I can point out which people were historically important	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4g I can suggest which people were historically important	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5g I can suggest which people and causes and consequences of change are more important	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6g I can explain which causes and consequences are the most significant	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7g I can explain the significance of different causes and consequences
Using & understanding sources of evidence	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1h I can pick out information about the past from sources like pictures, objects and stories	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2h I can use information from more than one source in my answers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3h I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4h I can comment on the usefulness and accuracy of different sources of evidence	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5h I can suggest some reasons why there are different accounts and interpretations of the past	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6h I take account a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness	
Understanding historical interpretation		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2i I can talk about some of the different ways that the past is recorded/represented [I can name some types of things which tell us about the past]	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3i I can say which sources (from a selection) are likely to be the most useful for a task	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4i I can identify primary and secondary sources of evidence	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5i I compare sources of evidence to help me identify reliable information	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6i I can explain my evaluation of particular pieces of information and particular sources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7i I can discuss how and why different arguments and interpretations of the past have been constructed
Communicating ideas in history	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1j I can talk, draw and write to show my ideas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2j I can make labelled drawings, tables and write sentences, speak (including in drama) and use ICT to show my ideas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3j I can present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4j In my written work, I try to: - organise my answers well - state my conclusions - give reasons for my ideas - use some dates and historical terms	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5j My written answers are well rounded with: - well organised with clear conclusions - supported by evidence (from my sources) and reasons - make good use of dates and historical terms	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6j I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.	

Teachers' notes

The Progress and Target Sheet statements are, in large part, derived from the ideas recorded by Jamie Byrom in the Historical Association document *Progression in history under the 2014 National Curriculum*. I also considered the assessment/progression frameworks published by:

- Aycliffe Drive School and others (www.aycliffedrive.herts.sch.uk/?page_id=1356),
- Hiltingbury Junior School (<http://www.hiltingbury-jun.hants.sch.uk/wp-content/uploads/2014/11/Assessment-of-Foundation-Subjects-at-Hiltingbury-Junior-School.pdf>)
- Rising Stars (<http://www.risingstars-uk.com/free-stuff/rising-stars-assessment-progression-frameworks>)
- Warberry Primary School and Hornsea Community Primary School (<http://www.warberry-primary.torbay.sch.uk/wp-content/uploads/downloads/2015/01/Science-Progression-of-skills.pdf> and <https://primarysite-prod.s3.amazonaws.com/uploads/49121e507dcc46cc97bc83a517e46f6f/7283/HCPSHistorySkillsProgression2014.docx>)

Examples of types of sources of evidence which may be explored in history topics:

artefacts, documents (see below), printed materials, the internet, databases, pictures, paintings, statues and other types of artwork, maps, photos, films, oral histories, music, artefacts, historic buildings and sites.

Published documents include books, magazines, newspapers, government documents, non-government reports, literature of all kinds, advertisements, maps, pamphlets, posters, laws, and court decisions. Unpublished documents include personal letters, diaries, journals, wills, deeds, family Bibles containing family histories, school report cards, and records such as correspondence, financial ledgers, information about customers, minutes of meetings.