

	Step 2	Step 3	Step 4	Step 5
Chronology, knowledge and understanding of history	^{2a} I can describe some features, events, people and themes from the past	^{3a} When I talk or write about features, events, people and themes from the past, I can include some details.	^{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	^{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
	^{2b} I can sequence a few events, objects or pieces of information on a timeline	^{3b} I can place events, objects, themes and people from my history topic on a timeline	^{4b} I can place a number of events, objects, themes and people from topics I have studied on a timeline	^{5b} I can place historical periods I have studied as well as information about my topic on a timeline
	^{3c1} I can use some "historical period" terms. ^{3c2} I can also use "century", "decade", "BC"/"BCE", "AD"/"CE"	^{3c1} I can use some "historical period" terms. ^{3c2} I can also use "century", "decade", "BC"/"BCE", "AD"/"CE"	^{4c} I can use some dates and historical period terms.	^{5c} I use dates and historical period terms accurately
Continuity and change (during and between periods)	^{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	^{3d} I can point out some similarities and differences between aspects of life at different times in the past	^{4d} I can describe some changes in the historical period I am studying	^{5d} I can describe changes within and between periods and societies I have learned about
Diversity (within a period)	^{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	^{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	^{4e} I can describe similarities and differences between some people, events and beliefs in the period of history I am studying	^{5e} I can describe similarities and differences in society, culture and religion in Britain at local and national levels
Cause and consequence	^{2f} I can make some comments about why people did things, why events happened and what happened as a result	^{3f} I can pick out some reasons for and results of people's actions and events	^{4f} I can suggest reasons for and results of people's actions and events	^{5f} I can give some reasons for and results of historical events, situations and changes
Significance		^{3g} I can point out which people were historically important	^{4g} I can suggest which people were historically important	^{5g} I can suggest which people and causes and consequences of change are more important
Using & understanding sources of evidence	^{2h} I can use information from more than one source in my answers	^{3h} I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences	^{4h} I can comment on the usefulness and accuracy of different sources of evidence	^{5h} I can suggest some reasons why there are different accounts and interpretations of the past
Understanding historical interpretation	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]	³ⁱ I can say which sources (from a selection) are likely to be the most useful for a task	⁴ⁱ I can identify primary and secondary sources of evidence	⁵ⁱ I compare sources of evidence to help me identify reliable information
Communicating ideas in history	^{2j} I can make labelled drawings, tables and write sentences, speak (including in drama) and use ICT to show my ideas	^{3j} I can present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills	^{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	^{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

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://primariesite-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.