

| | Step 3 | Step 4 | Step 5 | Step 6 |
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| Chronology, knowledge and understanding of history | 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 | 6a When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale) |
| | 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 | 6b I can use a timeline to sequence local, national and international events as well as historical periods |
| | 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 | 6c I can use historical periods as reference points. |
| Continuity and change (during and between periods) | 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 | 6d I can describe and make some links between events, situations and changes within and between different periods and societies |
| Diversity (within a period) | 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 | 6e I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world |
| Cause and consequence | 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 | 6f I can explain my suggestions when giving 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 | 6g I can explain which causes and consequences are the most significant |
| Using & understanding sources of evidence | 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 | 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 | 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 | 6i I can explain my evaluation of particular pieces of information and particular sources |
| Communicating ideas in history | 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 | 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://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.