

# HISTORY Progression of Skills



## Valued - Inspired - Prepared

*Westhaven School is a unique learning environment with high expectations for learners who experience complex barriers to learning for a range of reasons. We promote a calm environment which enables everyone to learn. The golden thread that permeates our curriculum and our conduct through every school day are the core values which shape our learners to be:*

- *safely independent*
- *confident communicators*
- *respectful citizens*
- *resilient learners*
- *inquisitive thinkers*

*The Westhaven Way is our ethos and it underpins our daily approach to behaviour and learning.*

## (EYFS) KEY STAGE 1 & 2



### **Purpose of Study (National Curriculum 2014)**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their

time.

### **Aims (National Curriculum 2014)**

The NC for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## History Key Skills Progression Ladder EYFS & KS1

	EYFS	KS1 Cycle A	KS2 Cycle B
Chronological Understanding	<ul style="list-style-type: none"> <li>• Retell a simple past event in correct order (e.g. went downslide, hurt finger).</li> <li>• Remember and talk about significant events in own experience.</li> <li>• Talk about past and present events in own life and in the lives of family members.</li> <li>• Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events, artefacts or pictures in chronological order (e.g. from different time periods) within their life. Changes within living memory.</li> <li>• Begin to describe similarities and differences in artefacts and pictures – how and why things were done in the past (e.g. spot old and new things in a picture) Ask and answer questions about new and old objects.</li> <li>• Use a range of sources to find out characteristic features of the past</li> <li>• Sequence the story of a significant historical figure and appreciate that some famous people have helped our lives be better today.</li> <li>• Describe in simple terms the importance of a local place or landmark</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence a collection of artefacts, pictures and events from a period in history studied and begin to recall dates of important festivals or celebrations.</li> <li>• Describe memories of key events in lives and order chronologically on a mini timeline</li> <li>• Find out about people and events in other times through artefacts.</li> <li>• Describe with increasing confidence, similarities and differences identified between historical artefacts and pictures.</li> <li>• Develop empathy and understanding to historical people/events through drama (hot seating, speaking and listening)</li> <li>• Recount the life of someone famous from Britain who lived in the past .</li> <li>• Find out something about the past by talking to an older person.</li> <li>• Research and sequence the life of a famous person from the past using different resources to help them..</li> <li>• Explore cause and effect by looking at a</li> </ul>

		<ul style="list-style-type: none"> <li>• Compare and explain how they have changed since they were born (e.g. consider clothes, toys, foods, size, abilities)</li> <li>• Recall a significant memory from the past</li> <li>• Sort artefacts into 'then' and 'now'</li> </ul>	<p>significant individuals actions and what happened as a result</p> <ul style="list-style-type: none"> <li>• Use stories of famous historical figures to compare aspects of life in different times.</li> <li>• Describe how people, places and events have changed over time.</li> <li>• Describe changes in the local area during their own lifetime and that of their parents and grandparents.</li> </ul>
<p>Range and Depth of Historical Knowledge</p>	<ul style="list-style-type: none"> <li>•Begin to develop an understanding of growth, decay and changes over time.</li> <li>•Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>•Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened?, why, because.</li> <li>•Make observations of animals and plants and explain why some things occur, and talk about changes.</li> <li>•Look closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to describe similarities and differences in artefacts and pictures – how and why things were done in the past (e.g. spot old and new things in a picture).</li> <li>• Use a range of sources to find out characteristic features of the past.</li> <li>• Sequence the story of a significant historical figure and appreciate that some famous people have helped our lives be better today.</li> <li>• Describe in simple terms the importance of a local place or landmark</li> <li>• Compare and explain how they have changed since they were born (e.g. consider clothes, toys, foods, size, abilities).</li> <li>• Recall a significant memory from the</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about people and events in other times through artefacts.</li> <li>• Describe with increasing confidence, similarities and differences identified between historical artefacts and pictures.</li> <li>• Develop empathy and understanding to historical people/events through drama (hot seating, speaking and listening).</li> <li>• Recount the life of someone famous from Britain who lived in the past (Brunel).</li> <li>• Find out something about the past by talking to an older person (Remembrance).</li> <li>• Research and sequence the life of a famous person from the past using different resources to help them</li> <li>• Explore cause and effect by looking at a significant individuals' actions and what happened as a result.</li> <li>• Use stories of famous historical figures to</li> </ul>

		<p>past.</p> <ul style="list-style-type: none"> <li>Sort artefacts into 'then' and 'now'.</li> </ul>	<p>compare aspects of life in different times.</p> <ul style="list-style-type: none"> <li>Describe how people, places and events have changed over time (seasides).</li> <li>Describe changes in the local area during their own lifetime and that of their parents and grandparents.</li> </ul>
Historical Interpretation		<ul style="list-style-type: none"> <li>Begin to identify different ways to represent the past (e.g., photos, stories, adults talking about the past) (photos, BBC website).</li> <li>Offer a plausible explanation about what an object was used for in the past</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways to represent the past.</li> <li>Use a source to find out about the past</li> <li>Discuss the effectiveness of different historical sources.</li> </ul>
Historical Enquiry	<ul style="list-style-type: none"> <li>Answer how and why questions about experiences and in response to stories or events?</li> <li>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about old and new objects</li> <li>Answer questions using an artefact/photograph provided, including an event beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings</li> <li>Use a source – why, what, who, how, where to ask questions and find answers</li> </ul>

## History Key Skills Progression Ladder KS2

	KS2 Lower Cycle A	KS2 Lower Cycle B	KS2 Upper Cycle A	KS2 Upper Cycle B
Chronology	<ul style="list-style-type: none"> <li>• Use a timeline within a specific time in history to set out the order things may have happened.</li> <li>• Sequence events or artefacts. .</li> <li>• Use dates related to the passing of time.</li> <li>• Show a developing understanding of chronology realising that the past can be divided up into time periods</li> <li>• Find out about everyday lives of people in time studied and compare with our life today.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Understand why people may have had to do something.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</li> <li>• Place events from a period studied on a time line</li> <li>• Use terms related to the period and begin to date events</li> <li>• Plot history on a timeline using centuries and decades</li> <li>• Remember key historical facts and some dates from a period studied</li> <li>• Use evidence to reconstruct life in a time studied</li> <li>• Identify key features and events in a time period</li> <li>• Recognise that the lives of wealthy people were very different to those of poor people</li> <li>• Appreciate how items found help us to build up an accurate picture of how people used to live at</li> </ul>	<ul style="list-style-type: none"> <li>• Place current study on timeline in relation to other studies</li> <li>• Know and sequence key events of time studied</li> <li>• Relate current studies to previous studies make comparisons between different times in history</li> <li>• Independently place historical events or change on a timeline, to outline different information remembering key facts from a period of history studied</li> <li>• Study different aspects of life for different people – e.g. differences between men and women</li> <li>• Compare an aspect of life with the same aspect in another period</li> <li>• Examine causes and results</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a broad understanding of ancient civilisations</li> <li>• Explain how significant historical figures contributed to national and international achievements in a variety of eras</li> <li>• Explain the impact of a significant historical figure on life in Britain</li> <li>• Place current study on time line in relation to other studies</li> <li>• Use relevant dates and terms</li> <li>• Sequence up to ten events on a time line</li> <li>• Place features of historical events and people from past societies and periods in a chronological framework</li> </ul>

	<ul style="list-style-type: none"> <li>• Study the lives of significant individuals.</li> <li>• Know that Britain has been invaded by several different groups over time.</li> <li>• Describe how their own lives are similar or different to children living in past times.</li> <li>• Explain how a significant individual of a period influenced change.</li> <li>• Describe how national changes have affected their locality.</li> <li>• Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war).</li> <li>• Understand and use more complex terms e.g. BC/AD</li> </ul>	<p>different times</p> <ul style="list-style-type: none"> <li>• Explain how events from the past have helped shape our lives today</li> <li>• Research what it was like for people in a given period from the past and use photographs and illustrations to present their findings</li> <li>• Compare two time periods of history</li> <li>• Describe the impact of international events (e.g. war) on the local area</li> </ul>	<p>of great events and the impact on people</p> <ul style="list-style-type: none"> <li>• Study an ancient civilization in detail (e.g. Egypt)</li> <li>• Make comparisons between two historical periods; explaining things that have changed and things which have stayed the same</li> <li>• Begin to appreciate that how we make decisions has been through Parliament for some time.</li> <li>• Explain how their locality has changed over time</li> <li>• Have a good understanding as to how crime and punishment has changed over the years.</li> <li>• Describe how a significant individual or movement has influenced the UK or wider world</li> <li>• Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>• Compare beliefs and behaviour with another period studied</li> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>• Know key dates, characters and events of time studied</li> <li>• Compare and contrast ancient civilisations</li> <li>• Summarise how Britain has had a major influence on world history</li> <li>• Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently</li> <li>• Describe features of historical events and people from past societies</li> </ul>
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				<p>and periods they have studied</p> <ul style="list-style-type: none"> <li>• Recognise and describe differences and similarities, changes and continuity between different periods in history</li> <li>• Identify and explain their understanding of propaganda</li> <li>• Describe a key event from Britain's past using a range of evidence from different sources</li> <li>• Describe how their own lives have been influenced by a significant individual or movement</li> <li>• Describe the negative or positive impact of a period of history on contemporary society</li> </ul>
<p>Range and Depth of Historical Knowledge</p>	<ul style="list-style-type: none"> <li>• Find out about everyday lives of people in time studied and compare with our life today.</li> <li>• Identify reasons for and results of people's actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in a time studied.</li> <li>• Identify key features and events in a time period.</li> <li>• Develop a broad understanding of ancient civilisations.</li> <li>• Recognise that the lives of wealthy people were very different</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects of life for different people – e.g. differences between men and women.</li> <li>• Compare an aspect of life with the same aspect in another period.</li> <li>• Examine causes and results of great events and the impact on</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>• Compare beliefs and</li> </ul>



	<ul style="list-style-type: none"> <li>• Understand why people may have had to do something.</li> <li>• Study the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II).</li> <li>• Know that Britain has been invaded by several different groups over time.</li> <li>• Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</li> <li>• Describe how their own lives are similar or different to children living in past times.</li> <li>• Explain how a significant individual of a period influenced change.</li> <li>• Describe how national changes have affected their locality.</li> <li>• Describe some of the main changes in Britain,</li> </ul>	<p>to those of poor people.</p> <ul style="list-style-type: none"> <li>• Appreciate how items found belonging to the help us to build up an accurate picture of how people used to live at different times.</li> <li>• Explain how events from the past have helped shape our lives today.</li> <li>• Research what it was like for children in a given period from the past and use photographs and illustrations to present their findings.</li> <li>• Compare two time periods of history.</li> <li>• Explain how significant historical figures contributed to national and international achievements in a variety of eras.</li> <li>• Describe the impact of international events (e.g. war) on the local area.</li> <li>• Explain the impact of a significant historical figure on life in Britain.</li> </ul>	<p>people.</p> <ul style="list-style-type: none"> <li>• Study an ancient civilization in detail.</li> <li>• Make comparisons between two historical periods; explaining things that have changed and things which have stayed the same.</li> <li>• Begin to appreciate that how we make decisions has been through Parliament for some time.</li> <li>• Explain how their locality has changed over time.</li> <li>• Have a good understanding as to how crime and punishment has changed over the years.</li> <li>• Describe how a significant individual or movement has influenced the UK or wider world.</li> <li>• Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.</li> </ul>	<p>behaviour with another period studied.</p> <ul style="list-style-type: none"> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>• Know key dates, characters and events of time studied.</li> <li>• Compare and contrast ancient civilisations.</li> <li>• Summarise how Britain has had a major influence on world history.</li> <li>• Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently.</li> <li>• Describe features of historical events and people from past societies and periods they have studied.</li> <li>• Recognise and</li> </ul>
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	resulting from an event (e.g. an invasion or war)			describe differences and similarities, changes and continuity between different periods in history. <ul style="list-style-type: none"><li>• Identify and explain their understanding of propaganda.</li><li>• Describe a key event from Britain's past using a range of evidence from different sources.</li><li>• Describe how their own lives have been influenced by a significant individual or movement.</li><li>• Describe the negative or positive impact of a period of history on contemporary society.</li></ul>
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<p>Historical Interpretation</p>	<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented.</li> <li>• Distinguish between different sources and evaluate their usefulness.</li> <li>• Look at representations of the period through museum visits, cartoons etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at evidence available and begin to evaluate the usefulness of different sources.</li> <li>• Choose relevant material to present a picture of one aspect of life in time past.</li> <li>• Research two versions of an event and say how they differ.</li> <li>• Explain how an event can have more than one cause.</li> <li>• Look for links and effects in time studied in order to offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare accounts of events from different sources and offer some reasons for different versions of events.</li> <li>• Begin to identify primary and secondary sources.</li> <li>• Use evidence to build up a picture of life in time studied.</li> <li>• Select relevant sections of information, confident in the use of a library, e -learning, research.</li> <li>• Explain why people acted the way they did.</li> <li>• Follow independent lines of enquiry and make informed responses based on this.</li> <li>• Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.</li> <li>• Use a range of historical sources to describe how an event affected a local town or village.</li> </ul>	<ul style="list-style-type: none"> <li>• Link sources and work out how conclusions were arrived at.</li> <li>• Be aware that different evidence will lead to different conclusions.</li> <li>• Show confidence in the use of the library etc. for research.</li> <li>• Suggest omissions and the means of finding out.</li> <li>• Bring knowledge gathering from several sources together in a fluent account.</li> <li>• Summarise the main events from a specific period in history, explaining the order in which key events happened.</li> <li>• Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective.</li> <li>• Suggest and research information sources required to present and</li> </ul>
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				in depth study of a local town or city.
Historical Enquiry	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period, including using the library and, e -learning for research to answer questions.</li> <li>• Observe small details in artefacts and pictures.</li> <li>• Select and record information relevant to the study.</li> <li>• Express an opinion on whether a person or event had a positive or negative impact on life in Britain.</li> <li>• Suggest suitable research questions.</li> <li>• Choose the most helpful source material for a task and justify, showing awareness if a rage of sources to select from.</li> <li>• Research similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Ask a variety of questions.</li> <li>• Ask and answer more complex questions through independent research.</li> </ul>	<ul style="list-style-type: none"> <li>• test out a hypothesis in order to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider ways of checking the accuracy of interpretations (fact or fiction and opinion).</li> <li>• Recognise primary and secondary sources use a range of sources to find out about an aspect of time past.</li> <li>• Independently investigate a complex historical research questions.</li> </ul>

	between given periods in history.			
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## Key Stage 3-4

### **Purpose of Study (National Curriculum 2014)**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **Aims (National Curriculum 2014)**

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and

why contrasting arguments and interpretations of the past have been constructed.

- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### History Key Skills Progression Ladder KS3

	KS3 Cycle A	KS3 Cycle B	KS3 Cycle C
Chronological Understanding	<ul style="list-style-type: none"> <li>- I can identify the dates of some events, people and changes that have happened in those periods.</li> </ul>	<ul style="list-style-type: none"> <li>- I can confidently analyse a period of history to identify and explain periods of change.</li> <li>- I can group causes when explaining what caused an event to happen (e.g. chronologically or linking political or economic factors).</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain the history of Britain as a coherent, chronological narrative, from the earliest times to the present day.</li> </ul>
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> <li>- I can describe several examples of what has changed or stayed the same from past societies.</li> <li>- I can recall facts about some features of past societies and periods.</li> <li>- I can explain some beliefs, behaviour and characteristics of people,</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain what has influenced people/events to make them significant.</li> <li>- I understand a wide range of local, British and international history by describing in detail some of the main events, people and periods studied.</li> <li>- I can explain and compare</li> </ul>	<ul style="list-style-type: none"> <li>- I understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>- I can confidently use an extensive bank of historical knowledge to agree and disagree about historical</li> </ul>

	<p>recognising that not everyone shares the same views and feelings.</p> <ul style="list-style-type: none"> <li>- I can give reasons why some events, people and changes might be judged as more historically significant than others.</li> <li>- I can describe with some detail at least 3 reasons why an event happened.</li> </ul>	<p>some beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <ul style="list-style-type: none"> <li>- I show a growing understanding of what has caused change or continuity.</li> </ul>	<p>change and continuity, diversity and causation across a wide range of periods and contexts.</p> <ul style="list-style-type: none"> <li>- I can explain and compare the beliefs, behaviour and characteristics of a wide range of studied people, recognising that they do not all share the same views and feelings.</li> <li>- I can evaluate different perspectives about the causes of events using historians and an awareness of other historical events.</li> </ul>
Historical Interpretation	<ul style="list-style-type: none"> <li>- I can begin to judge how much things have changed since past events.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to consider which causes/ groups were most influential.</li> <li>- I am beginning to assess the merits and weaknesses of interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>- I can construct convincing and substantiated arguments and evaluations about historical significance based on a detailed understanding of historical events.</li> </ul>
Historical Enquiry	<ul style="list-style-type: none"> <li>- I can use sources of information to answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- I can evaluate sources using details from it to answer questions about the past.</li> <li>- I am beginning to think critically about the reliability</li> </ul>	<ul style="list-style-type: none"> <li>- I can interrogate a wide range of sources to support or challenge a hypothesis.</li> <li>- I can give reasons about sources' usefulness by using detailed contextual</li> </ul>

		<p>of sources by considering their origin, nature and purpose.</p> <ul style="list-style-type: none"> <li>- I can make judgments about the historical significance of events or people based on my own devised criteria.</li> </ul>	<p>knowledge of the time they were produced.</p>
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### History Key Skills Progression Ladder KS4

	Year 10 A Non-British Society in the Past	Year 11 A British Society in the Past
	<ul style="list-style-type: none"> <li>- I can identify features and characteristics connected with a particular British society in the past.</li> <li>- I can identify people from a particular British society in the past.</li> <li>- I can show how people's lives in a particular British society in the past were similar to life today.</li> <li>- I can show how people's lives in a particular British society in the past were different from life today.</li> </ul>	<ul style="list-style-type: none"> <li>- I can outline features and characteristics of a particular British society in the past.</li> <li>- I can outline the importance of certain people in a particular British society in the past.</li> <li>- I can identify similarities between a particular British society in the past and their own times.</li> <li>- I can outline how people's lives in a particular British society in the past were different from life today.</li> </ul>



- I can identify different types of historical sources from a particular British society in the past.
- I can select information from historical sources about a particular British society in the past.
- I can complete a closed written exercise on key features of the period. This could be filling in gaps or true or false activities.
- I can produce a wall poster identifying the most important features of the historical period being studied. The poster could include mostly images and titles if written work is too challenging.
- I can look at a selection of visual images of the chosen period and identify important features shown about the particular period.
- I can watch a video of the chosen period and complete a mind map or spider diagram of important people and features.
- I can use ICT to produce a presentation which identifies important features of the period. This could involve cutting and pasting images from websites.
- I can respond to basic questions about one important person who lived in this period. This can be done orally or through a multiple choice exercise.
- I can select one type of person (child, woman, man) from within the chosen period and carry out a case study of how his/her life was similar and different to that of a similar person in Britain today.
- I can select from a range of sources

- I can categorise different types of historical sources from a particular British society in the past.
- I can use historical sources to make observations about a particular British society in the past.
- I can answer short open ended written questions about key features of the period.
- I can put a list of events from the period in chronological order.
- I can produce a booklet which outlines key features and characteristics of the period. [All entries not to be less than 40 words].
- I can use ICT to create a slide presentation with images and writing describing the key features and characteristics of the historical period.
- I can use ICT to produce a series of small 'top trumps' cards identifying five important people from the period and what they did.
- I can write an email to the Royal Mint outlining why a person studied in this unit should be on the back of the next £10 note.
- I can use a streaming website to produce a playlist of songs and music from the period studied [most likely WWII or the 1960s].
- I can give an oral presentation to show how specific aspects of life have changed since the period studied (the table on page 5 can help focus on a specific aspect).
- I can create a slide presentation to show examples of similarity and difference between then and now.
- I can produce a short script (around 100

	<p>examples of similarity and difference between the chosen period and today's Britain.</p> <ul style="list-style-type: none"> <li>- I can complete a provided table identifying examples of similarities and differences between then and now.</li> <li>- I can indicate orally or select by ticking three examples of similarity and three examples of difference between then and now.</li> <li>- I can identify from a given list or a school collection different types of historical sources connected with the period studied.</li> <li>- I can use the content of historical sources from the period to answer closed questions.</li> <li>- I can sort objects or images of objects in relation to their origin eg then and now, posters and newspapers, tools and weapons, photographs and cartoons from a selection of sources and using the headings: written, oral; visual; artefacts; sites; make a table of different types of historical sources</li> <li>- I can visit a museum or historical site and recognise different types of sources about the period studied (the visit could be actual or virtual using a website or supplied images).</li> </ul>	<p>words) for a radio bulletin about how far a specific aspect of life has changed / not changed.</p> <ul style="list-style-type: none"> <li>- I can answer short open-ended questions using historical sources or artefacts as stimulus.</li> <li>- I can make simple deductions about the period studied from different types of historical sources.</li> <li>- I can select from a range of historical sources those which illustrate features of the period studied.</li> <li>- I can give an oral presentation using a range of sources and / or artefacts about the period studied.</li> <li>- I can take digital photographs of different sources relevant to the period studied and make simple deductions about the period from them.</li> <li>- I can visit a museum or historical site and gather some information about the period studied from different types of sources (the visit could be actual or virtual using a website or supplied images).</li> </ul>
	<ul style="list-style-type: none"> <li>- I can identify features and characteristics connected with a particular non-British society in the past.</li> <li>- I can identify people from a particular non-British society in the past.</li> <li>- I can show how people's lives in a particular non-British society in the past were similar</li> </ul>	<ul style="list-style-type: none"> <li>- I can outline features and characteristics of a particular non-British society in the past.</li> <li>- I can outline the importance of certain people in a particular non-British society in the past.</li> <li>- I can identify similarities between a particular non-British society in the past and</li> </ul>

to life today.

- I can show how people's lives in a particular non-British society in the past were different from life today.
- I can identify different types of historical sources from a particular non-British society in the past.
- I can select information from historical sources about a particular non-British society in the past.
- I can complete a closed written exercise on key features of the period. This could be filling in gaps or true or false activities.
- I can produce a wall poster identifying the most important features of the historical period being studied. The poster could include mostly images and titles if written work is too challenging.
- I can look at a selection of visual images of the chosen period and identify important features shown about the particular period.
- I can watch a video of the chosen period and complete a mind map or spider diagram of important people and features.
- I can use ICT to produce a presentation which identifies important features of the period. This could involve cutting and pasting images from websites.
- I can respond to basic questions about one important person who lived in this period. This can be done orally or through a multiple-choice exercise.
- I can select from a range of sources examples of similarity and difference

their own times.

- I can outline how people's lives in a particular non-British society in the past were different from life today.
- I can categorise different types of historical sources from a particular non-British society in the past.
- I can use historical sources to make observations about a particular non-British society in the past.
- I can answer short open ended written questions about key features of the period.
- I can put a list of four events from the period in chronological order.
- I can produce a booklet which outlines key features and characteristics of the period.
- I can use ICT to create a slide presentation with images and writing outlining the key features and characteristics of the historical period.
- I can use ICT to produce a series of small 'top trumps' cards identifying five important people from the period.
- I can produce a short piece for a TV bulletin outlining why a person was important in the period studied.
- I can give an oral presentation to show how specific aspects of life have changed since the period studied (the table on page 5 can help focus on a specific aspect).
- I can create a slide presentation to show examples of similarity and difference between then and now.
- I can create their own written statements

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