

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
History	1		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives			Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	Emerging Chronological Understanding I can sometimes place a few events, people and objects in the correct time order. I sometimes know the difference between ways of life in the past and present.	Knowledge & Understanding With help, I can sometimes use stories to talk about things that have happened in the past. With help, I sometimes use the right historical words to explain the passing of time.	Historical Interpretation & Enquiry With help, I sometimes understand some ways in which we find out about the past. I can sometimes find answers to simple questions about the past by using stories and other sources.	Emerging
Most children will be able to:	Expected Chronological Understanding I am beginning to place a few events, people and objects in the correct time order. I am beginning to recognise the differences between ways of life in the past and present.	Knowledge & Understanding I am beginning to use stories to talk about things that have happened in the past. I am beginning to use the right historical words to explain the passing of time. With help, I sometimes understand how the achievements of famous people from the past have influenced our lives.	Historical Interpretation & Enquiry I am beginning to understand some ways in which we find out about the past. I am beginning to find answers to simple questions about the past by using stories and other sources.	Expected
Some children will have progressed further. They will be able to:	Exceeding Chronological Understanding I can place events, people and objects in the correct time order. I can identify differences between ways of life in the past and present.	Knowledge & Understanding I can recount parts of stories to talk about things that have happened in the past. I can use the right historical words to explain the passing of time. I am beginning to understand how the achievements of famous people from the past have influenced our lives.	Historical Interpretation & Enquiry I understand ways in which we can find out about the past. I can find answers to simple questions about the past by using stories and other sources. I am beginning to ask questions to find out about things from the past.	Exceeding

It will help if teachers write girls and boys names in different colours (and put a key)

<i>Teacher to complete shaded areas of this table</i>		Emerging	Expected	Exceeding
Overall	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
History	2		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	Chronological Understanding I am beginning to place a few events, people and objects in the correct time order. I am beginning to recognise the differences between ways of life in the past and present.	Knowledge & Understanding I am beginning to use stories to talk about things that have happened in the past. I am beginning to use the right historical words to explain the passing of time. With help, I sometimes understand how the achievements of famous people from the past have influenced our lives.	Historical Interpretation & Enquiry I am beginning to understand some ways in which we find out about the past. I am beginning to find answers to simple questions about the past by using stories and other sources.	Emerging
Most children will be able to:	Expected	Chronological Understanding I can place events, people and objects in the correct time order. I can identify differences between ways of life in the past and present.	Knowledge & Understanding I can recount parts of stories to talk about things that have happened in the past. I can use the right historical words to explain the passing of time. I am beginning to understand how the achievements of famous people from the past have influenced our lives.	Historical Interpretation & Enquiry I understand ways in which we can find out about the past. I can find answers to simple questions about the past by using stories and other sources. I am beginning to ask questions to find out about things from the past.	Expected
Some children will have progressed further. They will be able to:	Exceeding	Chronological Understanding I can confidently place events, people and objects in the correct time order and suggest how they fit in the chronological framework. I am developing awareness of the passing of time. I can identify similarities and differences between ways of life in the past and present.	Knowledge & Understanding I can use stories and other sources to talk about things that have happened in the past. I can use a range of historical words to explain the passing of time. I show a greater understanding of how the achievements of famous people from the past have influenced our lives.	Historical Interpretation & Enquiry I understand ways in which we can find out about the past and different ways in which it is represented. I can find answers to a range of questions about the past by using stories and other sources. I can ask questions to find out about things from the past.	Exceeding

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Girls	No. of Chn			

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
History	3		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives				Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	Chronological Understanding I sometimes show an understanding of chronology and order of events, people and objects.	Knowledge & Understanding I can use the right historical words to explain the passing of time. I am beginning to know historical events, people and changes of the period that I am studying.	Historical Interpretation & Enquiry I sometimes pick out different ways that the past is shown. I sometimes devise historically valid questions. I sometimes use sources of information in different ways to help me answer questions about the past.	Organisation & Communication With help, I can start to pick out and put together information for the period that I am studying. With help, I sometimes construct simple informed responses	Emerging
Most children will be able to:	Expected	Chronological Understanding I am beginning to show an increasing understanding of chronology and order of events, people and objects. With help, I know that the past can be divided into different periods of time.	Knowledge & Understanding I can use a range of historical words to explain the passing of time. I know historical events, people and changes of the period that I am studying.	Historical Interpretation & Enquiry I am beginning to pick out different ways that the past is shown. I am beginning to devise historically valid questions. I am beginning to use sources of information in different ways to help me answer questions about the past.	Organisation & Communication I am beginning to pick out and put together information for the period that I am studying. I am beginning to construct simple informed responses.	Expected
Some children will have progressed further. They will be able to:	Exceeding	Chronological Understanding I can show an understanding of chronology and order of events, people and objects. I know that the past can be divided into different periods of time.	Knowledge & Understanding I am beginning to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know and understand the historical events, people and changes of the period that I am studying. I am beginning to give some reasons for the main events and changes for the period that I am studying.	Historical Interpretation & Enquiry I can pick out and understand different ways that the past is shown. I can devise historically valid questions. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.	Organisation & Communication I can pick out and put together information for the period that I am studying. I can construct simple informed responses.	Exceeding

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Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
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Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives				Teacher to write pupils' Initials
Emerging	<p>Chronological Understanding</p> <p>I am beginning to show an increasing understanding of chronology and order of events, people and objects. With help, I know that the past can be divided into different periods of time.</p>	<p>Knowledge & Understanding</p> <p>I can use a range of historical words to explain the passing of time. I know historical events, people and changes of the period that I am studying.</p>	<p>Historical Interpretation & Enquiry</p> <p>I am beginning to pick out different ways that the past is shown. I am beginning to devise historically valid questions. I am beginning to use sources of information in different ways to help me answer questions about the past.</p>	<p>Organisation & Communication</p> <p>I am beginning to pick out and put together information for the period that I am studying. I am beginning to construct simple informed responses.</p>	Emerging
Expected	<p>Chronological Understanding</p> <p>I can show an understanding of chronology and order of events, people and objects. I know that the past can be divided into different periods of time.</p>	<p>Knowledge & Understanding</p> <p>I am beginning to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know and understand the historical events, people and changes of the period that I am studying. I am beginning to give some reasons for the main events and changes for the period that I am studying.</p>	<p>Historical Interpretation & Enquiry</p> <p>I can pick out and understand different ways that the past is shown. I can devise historically valid questions. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.</p>	<p>Organisation & Communication</p> <p>I can pick out and put together information for the period that I am studying. I can construct simple informed responses.</p>	Expected
Exceeding	<p>Chronological Understanding</p> <p>I can show a greater understanding of chronology and order of events, people and objects. I have a greater understanding of how the past can be divided into different periods of time. I can pick out similarities and differences between different periods of time and know some significant dates.</p>	<p>Knowledge & Understanding</p> <p>I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know, understand and can recall the historical events, people and changes of the period that I am studying. I can give reasons for the main events and changes for the period that I am studying.</p>	<p>Historical Interpretation & Enquiry</p> <p>I can pick out and understand different ways that the past is shown and suggest reasons for this. I am beginning to show how features of the past have been retold and interpreted in different ways. I am beginning to understand how evidence is used to make historical claims.</p>	<p>Organisation & Communication</p> <p>I can pick out and put together information from a range of sources for the period that I am studying. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.</p>	Exceeding

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Non-Core Age-Related Attainment Expectations

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History	5		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives				Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	<p>Chronological Understanding</p> <p>I can show an understanding of chronology and order of events, people and objects. I know that the past can be divided into different periods of time.</p>	<p>Knowledge & Understanding</p> <p>I am beginning to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know and understand the historical events, people and changes of the period that I am studying. I am beginning to give some reasons for the main events and changes for the period that I am studying.</p>	<p>Historical Interpretation & Enquiry</p> <p>I can pick out and understand different ways that the past is shown. I can devise historically valid questions. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.</p>	<p>Organisation & Communication</p> <p>I can pick out and put together information for the period that I am studying. I can construct simple informed responses.</p>	Emerging
Most children will be able to:	Expected	<p>Chronological Understanding</p> <p>I can show a greater understanding of chronology and order of events, people and objects. I have a greater understanding of how the past can be divided into different periods of time. I can pick out similarities and differences between different periods of time and know some significant dates.</p>	<p>Knowledge & Understanding</p> <p>I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know, understand and can recall the historical events, people and changes of the period that I am studying. I can give reasons for the main events and changes for the period that I am studying.</p>	<p>Historical Interpretation & Enquiry</p> <p>I can pick out and understand different ways that the past is shown and suggest reasons for this. I am beginning to show how features of the past have been retold and interpreted in different ways. I am beginning to understand how evidence is used to make historical claims.</p>	<p>Organisation & Communication</p> <p>I can pick out and put together information from a range of sources for the period that I am studying. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.</p>	Expected
Some children will have progressed further. They will be able to:	Exceeding	<p>Chronological Understanding</p> <p>I understand the similarities and differences between different periods of time and know some significant dates. I am beginning to make connections between features of past societies and periods.</p>	<p>Knowledge & Understanding</p> <p>I am able to use my knowledge to describe the individual and special features of past societies and times. I can describe, give reasons and results for the main events and changes for the period that I am studying.</p>	<p>Historical Interpretation & Enquiry</p> <p>I can show how features of the past have been retold and interpreted in different ways. I can understand how evidence is used to make historical claims. I am beginning to evaluate which sources of evidence are reliable and most useful for particular tasks.</p>	<p>Organisation & Communication</p> <p>I can evaluate, pick out and put together information from a range of sources for the period that I am studying. I am beginning to produce structured narrative and analyses using important dates and historical terms.</p>	Exceeding

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Non-Core Age-Related Attainment Expectations

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History	6		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives				Teacher to write pupils' Initials
Emerging	<p>Chronological Understanding</p> <p>I can show a greater understanding of chronology and order of events, people and objects. I have a greater understanding of how the past can be divided into different periods of time. I can pick out similarities and differences between different periods of time and know some significant dates.</p>	<p>Knowledge & Understanding</p> <p>I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know, understand and can recall the historical events, people and changes of the period that I am studying. I can give reasons for the main events and changes for the period that I am studying.</p>	<p>Historical Interpretation & Enquiry</p> <p>I can pick out and understand different ways that the past is shown and suggest reasons for this. I am beginning to show how features of the past have been retold and interpreted in different ways. I am beginning to understand how evidence is used to make historical claims.</p>	<p>Organisation & Communication</p> <p>I can pick out and put together information from a range of sources for the period that I am studying. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information.</p>	Emerging
Expected	<p>Chronological Understanding</p> <p>I understand the similarities and differences between different periods of time and know some significant dates. I am beginning to make connections between features of past societies and periods.</p>	<p>Knowledge & Understanding</p> <p>I am able to use my knowledge to describe the individual and special features of past societies and times. I can describe, give reasons and results for the main events and changes for the period that I am studying.</p>	<p>Historical Interpretation & Enquiry</p> <p>I can show how features of the past have been retold and interpreted in different ways. I can understand how evidence is used to make historical claims. I am beginning to evaluate which sources of evidence are reliable and most useful for particular tasks.</p>	<p>Organisation & Communication</p> <p>I can evaluate, pick out and put together information from a range of sources for the period that I am studying. I am beginning to produce structured narrative and analyses using important dates and historical terms.</p>	Expected
Exceeding	<p>Chronological Understanding</p> <p>I can show a clear understanding of the similarities and differences between different periods of time and know many significant dates. I can make connections between features of past societies and periods by comparing and contrasting. I can recognise trends between significant events/periods over time.</p>	<p>Knowledge & Understanding</p> <p>I use my knowledge to describe things that happened during the period that I am studying and across different periods. I can describe and make links between features of past societies and periods by comparing and contrasting. I use my knowledge of historical events/people to reflect on how Britain has influenced and been influenced by the wider world.</p>	<p>Historical Interpretation & Enquiry</p> <p>I am beginning to understand why contrasting arguments and interpretations of the past have been constructed. I can evaluate which sources of evidence are reliable and most useful for particular tasks.</p>	<p>Organisation & Communication</p> <p>I can select, organise and deploy relevant information from a range of sources for the period that I am studying. I can produce structured narrative and analyses making appropriate use of important dates and historical terms.</p>	Exceeding

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