

Hexham Middle School
Progression of Age-Related Expectations

History	Year 5	Year 6	Year 7	Year 8
Chronology	<p>I can show understanding of chronology by demonstrating that the past can be divided into different periods of time.</p> <p>I can describe the characteristic features of past societies and periods.</p>	<p>I can sequence with independence the key events covered using dates, period labels and terms.</p> <p>I can describe some similarities and differences between periods studied.</p>	<p>I can describe and begin to make links between features of past societies and periods</p>	<p>I can describe the characteristic features of past societies and periods.</p> <p>I can make links within and across periods and explain connections.</p>
Historical Knowledge and Understanding	<p>I can demonstrate knowledge by describing some of the significant events, people and changes for periods studied.</p> <p>I can describe some of the main causes and effects of events and changes.</p> <p>I am beginning to give a few reasons for, and results of main events and changes.</p>	<p>I can describe events, people and changes.</p> <p>I can describe and make links between the relevant causes and consequences of events and changes.</p> <p>I can explain the role and significance of different causes and effects of a range of events.</p>	<p>I can describe in some detail events, people and changes.</p> <p>I can explain the causes and consequences of key events and changes.</p> <p>I can begin to show the difference between short and long term causes.</p>	<p>I can show an increasing depth of knowledge and understanding about the past and show how events changed over time.</p> <p>I can examine and begin to analyse the causes and consequences of events and changes.</p>
Interpretations of History	<p>I can identify some of the ways in which the past is represented.</p>	<p>I can explain why aspects of a historical event or society were of particular significance.</p> <p>I can explain how and why it is possible to have different interpretations of the same event.</p>	<p>I can describe how and explain why some events, people and changes have been interpreted in different ways.</p> <p>I can make connections and describe links between events.</p>	<p>I can describe and begin to explain, different historical interpretations of events, people and changes.</p>
Historical Enquiry	<p>I can ask and answer questions about the past by using historical sources.</p> <p>I can select useful sources to when carrying out enquiries.</p>	<p>I can comment with confidence on the value of a range of different types of sources for enquiries.</p> <p>I use knowledge and understanding to begin to evaluate historical sources.</p>	<p>I can use knowledge and understanding to evaluate historical sources.</p> <p>I can identify historical sources which are useful to answer specific questions.</p> <p>I can use historical sources to strengthen my views about the past and reach a conclusion.</p>	<p>I can select and combine information from historical sources.</p> <p>I can critically evaluate sources relating to the nature, origin and purpose of sources.</p> <p>I can reach a valid and substantiated conclusion to an independent enquiry.</p>
Organisation and Communication	<p>I can select, organise and communicate historical information in a variety of ways.</p>	<p>I am beginning to select and organise information to produce structured work.</p> <p>I am beginning to make appropriate use of dates and terms.</p>	<p>I can select and organise information to produce structured work.</p> <p>I can make some use of dates and terms.</p> <p>I can make use of historical terminology.</p>	<p>I can select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations.</p>

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	I can recognise and make some use of dates and key terms in my work.			I can make appropriate use of dates and terms. I can make accurate use of historical terminology.
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