

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.
Demonstrating Greater Depth in History	<p>I will be able to sequence events and explain why there are similarities and differences between 2 fixed point in time.</p> <p>I will be able to construct scaled timelines and be able to use timelines to explain how change has taken place.</p> <p>I will be able to create narratives of the past using multiple sources and explain why they have believed theses sources.</p> <p>I will use evidence to make cautious claims about the past but begin to consider the provenance of the sources.</p> <p>I will use the provenance of the sources to question the usefulness of the sources and to provide judgement of them.</p> <p>I can evaluate the significance of key moments in their own lives E.G How significant was their first day of school?</p> <p>I can use the 5RS to judge whether an individual is significant.</p>	<p>I will be able to sequence events and explain why there are similarities and differences between 2 fixed point in time.</p> <p>I will be able to construct scaled timelines and be able to use timelines to explain how change has taken place.</p> <p>I can identify causes and explain how they led to the beginning of key historical events.</p> <p>I will develop their own web of causes and use this to explain how events have taken place.</p> <p>I am able to examine a wider range of sources and use this information to explain why the past is the way it is.</p> <p>I am able to explain why sources are and aren't useful as well as what they are useful for.</p> <p>I can explain what significance means and explain what makes an individual significant using the 5 Rs success criteria.</p> <p>I am able to evaluate the roles that key individuals have played in society.</p>	<p>I can define some key terms and features of different time periods.</p> <p>I can identify and begin to explain the short- and long-term causes and consequences of an event.</p> <p>I can identify the significance of key events and individuals in history and judge this against a set criteria.</p> <p>I can identify the different categories of causes and consequences e.g. political, economic.</p> <p>I can identify similarities and differences between key events.</p> <p>I can begin to explain how useful a source by using its content and/or provenance.</p> <p>I can begin to explain how an interpretation is convincing.</p> <p>I am using evidence to make historical judgements.</p>	<p>I can describe key terms and features of different time periods by using clear examples.</p> <p>I can explain the short- and long-term causes and consequences of an event.</p> <p>I can explain the significance of key events and individuals in history.</p> <p>I can explain the different categories of causes and consequences e.g. political, economic.</p> <p>I can compare similarities and differences between key events.</p> <p>I can explain how useful source/s are by evaluating its content and/or provenance.</p> <p>I can explain how an interpretation is convincing.</p> <p>I can make historical judgements based on evidence.</p>