

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
A - History							
001 - I can show simple reflex responses. (E.g. Pupil startles at sudden noises or movements.)							
002 - I can appear alert and ready to focus their attention on certain people, events, objects or parts of objects.							
003 - I have periods when I appear alert and can focus my attention on certain people, events, objects or parts of objects.							
004 - I can give intermittent reactions. (E.g. Pupil sometimes becomes quiet or tense when going into a different environment.)							
005 - I can respond consistently to familiar people, events and objects.							
006 - I can react to new activities and experiences. (E.g. Pupil looks to the source of unfamiliar sights or sounds.)							
007 - I can show interest in people, events and objects [for example, tracking historical artefacts into or out of their field of awareness]							
008 - I can accept and engage in coactive exploration. (E.g. Pupil can touch wood, stone or old brick structures during a visit.)							
009 - I can communicate consistent preferences and affective responses. (E.g. Pupil wants to look at a particular photograph.)							
010 - I can recognise familiar people, events and objects. (E.g. Pupil smiles at an item from their own family home.)							
011 - I can perform actions, often by trial and improvement, and they remember learned responses over short periods of time. (E.g. Pupil pats an old toy.)							
012 - I can cooperate with shared exploration and supported participation; (E.g. when handling different items).							
013 - I can seek attention through eye contact, gesture or action.							
014 - I can request events or activities. (E.g. Pupil vocalises for more sound in a simulation of historical events.)							
015 - I can participate in shared activities with less support.							

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016 - I can sustain concentration for short periods.							
017 - I can explore materials in increasingly complex ways. (E.g. looking at, and touching, old objects)							
018 - I can observe the results of their own actions with interest; (E.g. when exploring an antique mechanical toy.)							
019 - I can remember learned responses over more extended periods. (E.g. Pupil recalls gestures used in a dramatisation of a historical story from session to session.)							
020 - I can greet known people and may initiate interactions and activities. (E.g. Pupil prompts an adult to look through photographs with them.)							
021 - I can remember learned responses over increasing periods of time and may anticipate known events. (E.g. Pupil becomes excited at a key moment in a video of a school trip or family holiday.)							
022 - I can respond to options and choices with actions or gestures. (E.g. Pupil can eye-point to an old toy from their own past.)							
023 - I can actively explore objects and events for more extended periods. (E.g. Pupil can handle items, looking carefully at them.)							
024 - I can apply potential solutions systematically to problems (E.g. Pupil can gesture towards the location for a new activity at the end of a session.)							
025 - I can link the passage of time with a variety of indicators. (E.g. weekend activities, summer holidays or seasonal changes.)							
026 - I can use single words, signs or symbols to confirm the function of everyday items from the past.							

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S - History - S Statements							
100 - I can recognise myself and other people in pictures of the recent past.							
101 - I know that I took part in past events and they listen and respond to familiar stories about their own past							
102 - I can communicate about activities and events in the past [for example, saying or signing 'baby toys'] in response to personal items from my own early childhood							
103 - I can answer simple questions about historical artefacts and buildings. (E.g. Pupil can identify a bowl as being made out of wood.)							
104 - I can show appreciation of taking part in past events.							
105 - I can listen and respond to familiar stories about the past.							
106 - I begin to communicate about activities and events in the past.							
107 - With prompts or support, I can answer simple questions about historical artefacts and buildings							
108 - I can recognise and make comments about familiar people in pictures of the more distant past.							
109 - I can communicate some obvious distinctions between past and present experiences.							
110 - I begin to communicate some distinctions between the past and present in other people's lives as well as my own.							
111 - I can listen to stories about people and events in the past.							
112 - I can sort objects to given criteria.							
113 - I can indicate if personal events and objects belong in the past or present.							
114 - I begin to use some common words, signs or symbols to indicate the passage of time.							

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115 - I can recount episodes from own past and some details from other historical events with prompts.							
116 - I can answer simple questions about historical stories and artefacts.							
117 - I can recognise and make comments about myself and people I know in pictures of the more distant past							
118 - I can recognise some obvious distinctions between the past and the present in my life and communicate about these. (E.g. remembering attending at a different school in the past.)							
119 - I can choose historical artefacts out from collections of items. (E.g. identifying old plates, items of clothing or hand tools.)							
120 - I can recognise some distinctions between the past and present in other people's lives as well as my own and communicate about these in simple phrases and statements							
121 - I can listen to and follow stories about people and events in the past as well as events in their own lives.							
122 - I can sort objects to given criteria. (E.g. old toys and new toys.)							
123 - I can use some common words, signs or symbols to indicate the passage of time. (E.g. now/then, today/yesterday.)							
124 - I can recount episodes from my past and some details from other historical events with prompts. (E.g. past school, holidays or local events.)							

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E - History - Communicating Historically							
200 - I can use words and phrases to describe the passing of time. (E.g. a long time ago, recently, when my parents/carers were children, years, decades and centuries.)							
201 - I can show an understanding of the concept of nation and a nation's history.							
202 - I understand the concept of civilisation.							
203 - I understand the concept of monarchy.							
204 - I understand the concept of parliament.							
205 - I understand the concept of democracy.							
206 - I understand the concept of war and peace.							
N - History - Communicating Historically							
300 - I can use appropriate historical vocabulary to communicate, including: dates, time period, change.							
301 - I can use appropriate historical vocabulary to communicate, including: era, chronology.							
302 - I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.							
303 - I can use appropriate historical vocabulary to communicate, including: decade and century.							
304 - I can use appropriate historical vocabulary to communicate, including: continuity and legacy.							
305 - I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.							
306 - I can use original and creative ways to present information and ideas.							

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E - History - Investigate and Interpret the Past							
200 - I can observe or handle evidence to ask questions and find answers to questions about the past.							
201 - I can identify similarities and differences between ways of life in different periods.							
202 - I can ask questions such as: What was it like for people? What happened? How long ago?							
203 - I can find out answers to questions about the past.							
204 - I can use artefacts, pictures and stories to find out about the past.							
205 - I can use online sources and databases to find out about the past.							
206 - I can identify some of the different ways the past has been represented.							
N - History - Investigate and Interpret the Past							
300 - I can use evidence to ask questions and find answers to questions about the past.							
301 - I can suggest suitable sources of evidence for historical enquiries.							
302 - I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.							
303 - I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.							
304 - I can suggest causes and consequences of some of the main events and changes in history.							
305 - I can use sources of evidence to deduce information about the past.							
306 - I can select suitable sources of evidence, giving reasons for choices.							

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307 - I can use sources of information to form testable hypotheses about the past.							
308 - I can seek out and analyse a wide range of evidence in order to justify claims about the past.							
309 - I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.							
310 - I understand that no single source of evidence gives the full answer to questions about the past.							
311 - I can refine lines of enquiry as appropriate.							
D - History - Investigate and Interpret the Past							
400 - I can sift evidence and select appropriate sources.							
401 - I can understand the need to use a range of information from a wide variety of sources.							
402 - I can evaluate the reliability of sources.							
403 - I can create and test hypotheses, using evidence to make claims.							

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E - History - Building an overview of World History							
200 - I can describe historical events.							
201 - I can describe significant people from the past.							
202 - I can recognise that there are reasons why people in the past acted as they did.							
N - History - Building an overview of World History							
300 - I can describe changes that have happened in the locality of the school throughout history.							
301 - I can give a broad overview of life in Britain from ancient until medieval times.							
302 - I can compare some of the times studied with those of other areas of interest around the world.							
303 - I can describe the social, ethnic cultural or religious diversity of past society.							
304 - I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.							
305 - I can identify continuity and change in the history of the locality of the school.							
306 - I can give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.							
307 - I can compare some of these times studied with those of the other areas of interest around the world.							
308 - I can describe the social, ethnic, cultural or religious diversity of past society (linked to these periods).							
309 - I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children (linked to these periods).							

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D - History - Building an overview of World History							
400 - I can build upon a growing knowledge about the significant people and events that have shaped our nation and the world.							
401 - I can look at history from different cultural perspectives.							
402 - I understand how some of the political, religious, social and economic circumstances that prevail today may be linked to past events throughout history.							

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E - History - Understanding Chronology							
200 - I can place events and artefacts in order on a time line.							
201 - I can label time lines with words or phrases such as: past, present, older and newer.							
202 - I can recount changes that have occurred in their own lives.							
203 - I can use dates where appropriate.							
N - History - Understanding Chronology							
300 - I can place events, artefacts and historical figures on a time line using dates.							
301 - I can understand the concept of change over time, representing this, along with evidence, on a time line.							

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302 - I can use dates and terms to describe events.							
303 - I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).							
304 - I can identify periods of rapid change in history and contrast them with times of relatively little change.							
305 - I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.							
306 - I can use dates and terms accurately in describing events.							
D - History - Understanding Chronology							
400 - I can understand the changes within and between time periods.							
401 - I can understand how some changes take centuries whilst others are more rapid and give examples with evidence.							