

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
<b>A - History</b>							
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 to 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.							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
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.							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
<b>S - History - S Statements</b>							
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.							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
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.)							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
<b>E - History - Communicating Historically</b>							
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.							
<b>N - History - Communicating Historically</b>							
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.							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
<b>E - History - Investigate and Interpret the Past</b>							
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.							
<b>N - History - Investigate and Interpret the Past</b>							
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.							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
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.							
<b>D - History - Investigate and Interpret the Past</b>							
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.							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
<b>E - History - Building an overview of World History</b>							
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.							
<b>N - History - Building an overview of World History</b>							
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).							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
<b>D - History - Building an overview of World History</b>							
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.							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
<b>E - History - Understanding Chronology</b>							
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.							
<b>N - History - Understanding Chronology</b>							
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.							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
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.							
<b>D - History - Understanding Chronology</b>							
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.							