History : Years 3 & 4

			WTS	Meeting	Exceeding
Historical Knowledge	1. Constructing the past	H.2.1.1. Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	H.2.1.2. The child can identify details from several themes, societies, events and significant people covered in local, national and global history.	H.2.1.3. The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.	H.2.1.4. The child can describe the main context of particular themes, societies, people and events including some explanation.
	2. Sequencing the past	H.2.2.1. Develop chronologically secure knowledge and understanding of British, local and world history.	H.2.2.2. The child can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms.	H.2.2.3. The child can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.	H.2.2.4. The child can sequence accurately the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms.
History Concepts	3. Change and development	H.2.3.1. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	H.2.3.2. The child can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics.	H.2.3.3. The child can make valid statements about the main similarities, differences and changes occurring within topics.	H.2.3.4. The child can explain why certain changes and developments were of particular significance within topics and across time periods.
	4. Cause and effect	H.2.4.1. Address and devise historically valid questions about cause.	H.2.4.2. The child can describe some relevant causes for, and effects on, some of the key events and developments covered.	H.2.4.3. The child can comment on the importance of causes and effects for some of the key events and developments within topics.	H.2.4.4. The child can explain with confidence the significance of particular causes and effects for many of the key events and developments.
	5. Significance and interpretations.	H.2.5.1. Address and devise historically valid questions about significance.	H.2.5.3.a. The child can select what is most significant in a historical account.	H.2.5.4.a. The child can explain why some aspects of historical accounts, themes or periods are significant.	H.2.5.5.a. The child can explain independently why a historical topic, event or person was distinctive or significant.
		H.2.5.2. Understand how our knowledge of the past is constructed from a range of sources.	H.2.5.3.b. The child can provide a reason why two accounts of the same event might differ.	H.2.5.4.b. The child can comment on a range of possible reasons for differences in a number of accounts.	H.2.5.5.b. The child can explain historical situations, events, developments and individuals from more than one viewpoint.
Historical Enquiry	6. Planning and carrying out a historical enquiry	H.2.6.1. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	H.2.6.2. The child can ask valid questions for enquiries and answer using a number of sources.	H.2.6.3. The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	H.2.6.4. The child can devise independently significant historical enquiries to produce substantiated and focused responses.
	6. Planning and carrying out a historical enquiry	H.2.7.1. Understand how our knowledge of the past is constructed from a range of sources.	H.2.7.2. The child can understand how sources can be used to answer a range of historical questions.	H.2.7.3. The child can recognise possible uses of a range of sources for answering historical enquiries.	H.2.7.4. The child can comment on the usefulness and reliability of a range of sources for particular enquiries.
Teacher assessment of children within each area:				All children are assumed to be meeting the above targets, unless their name is listed in WTS or Exceeding areas.	