

## National Curriculum Levels for History

Level	Description
	<ol style="list-style-type: none"> <li>1. <b>Chronological understanding</b></li> <li>2. <b>Knowledge and understanding of events, people and changes in the past</b></li> <li>3. <b>Historical interpretations</b></li> <li>4. <b>Historical enquiry</b></li> <li>5. <b>Organisation and communication</b></li> </ol>
<b>2</b>	<ol style="list-style-type: none"> <li>1. Uses terms concerned with the passing of time, places, events and objects in order</li> <li>2. Knowledge of events and aspects of life in the past; understands there are reasons why people in the past acted as they did</li> <li>3. Can identify some of the different ways in which the past is represented</li> <li>4. Can observe or handle sources of information to answer simple questions about the past</li> </ol>
<b>3</b>	<ol style="list-style-type: none"> <li>1. Understands that the past can be divided into different periods of time and can spot the similarities and differences between these periods; can use dates and some historical terms</li> <li>2. Knowledge and understanding of some of the main events, people and changes studied together with simple reasons for, and results of, the main events and changes</li> <li>3. Can identify some of the different ways in which the past is represented</li> <li>4. Can use sources of information in ways which go beyond simple observations to answer questions about the past</li> </ol>
<b>4</b>	<ol style="list-style-type: none"> <li>1. Can use their knowledge and understanding of past events to describe characteristic features of past societies and periods, and to identify changes within and across different periods</li> <li>2. Can describe some of the main events, people and changes; can give reasons for, and results of, the main events and changes</li> <li>3. Show some understanding that aspects of the past have been represented and interpreted in different ways</li> <li>4. Is beginning to select and combine information from different sources</li> <li>5. Is beginning to produce structured work, making appropriate use of dates and terms</li> </ol>
<b>5</b>	<ol style="list-style-type: none"> <li>2. Shows increasing depth of factual knowledge and understanding of events, people and changes, and can describe and make links between these; can give reasons for and results of these</li> <li>3. Understands that some events, people and changes have been interpreted in different ways and can suggest possible reasons for this</li> <li>4. Can begin to evaluate sources of information and identify those that are useful for particular tasks</li> <li>5. Can select and organise information to produce structured work, making appropriate use of dates and terms</li> </ol>
<b>6</b>	<ol style="list-style-type: none"> <li>2. Can describe past societies and periods and make links between features within and across different periods; can examine and explain the reasons for, and results of, events and changes</li> <li>3. Can describe, and begin to analyse, why there are different historical interpretations of events, people and changes</li> <li>4. Can identify and evaluate sources of information, which are used critically to reach and support conclusions</li> <li>5. Can select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms</li> </ol>
<b>7</b>	<ol style="list-style-type: none"> <li>2. As level 6 but can also analyse the relationships between features of a particular period or society and to analyse the reasons for, and results of, events and changes</li> <li>3. Can explain how and why different historical interpretations have been produced</li> <li>4. Can show some independence in following lines of enquiry, using their knowledge and understanding to identify, evaluate and use sources of information critically; can sometimes reach substantiated conclusions independently</li> <li>5. Can select, organise and use relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates and terms</li> </ol>