

### History Target Related Expectations (TReE)

		Pathway 1 (Target Grade 1-3)			Pathway 2 (Target Grade 4-6)			Pathway 3 (Target Grade 7-8)	
<b>Knowledge and Conceptual Understanding</b>	<b>Foundation Skill</b>	I can put some people, events and changes into chronological order.	I can put a range of people, events, and changes into date order.	I can put a range of people, events, and changes into date order using BC and AD.					
	<b>Key Features</b>	I make simple comments to describe basic features of the past.	I can use a small number of historical terms to describe basic features of the past.	I can use a range of historical terms to describe some features of the past.	I can use a large range of historical terms to describe features of the past.	I can describe the past with increased detail.	I can describe the past with increased detail, making use of examples.	I can describe the past in extensive detail, selecting the most appropriate examples.	I can describe the past in extensive detail, displaying flair and originality in my approach.
	<b>Change and continuity</b>	I can identify some things that have changed over time and see differences between time periods.	I can describe some things that have changed over time and describe differences between different periods in history.	I can offer a reason for both why some things have changed and why some have stayed the same over time.	I can produce a simple explanation of both similarities and differences between different periods in history.	I can explain why there are differences and similarities over time.	I can analyse and compare similarities and differences over time.	I can analyse and evaluate a wide range of similarities and differences over time.	I can create a detailed evaluation of similarities and differences over time with originality and flair.

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		Pathway 1 (Target Grade 1-3)			Pathway 2 (Target Grade 4-6)			Pathway 3 (Target Grade 7-8)	
<b>Knowledge and Conceptual Understanding</b>	<b>Cause and Consequence</b>	I can identify one or two causes and consequences of an event.	I can identify a few causes and consequences of an event and suggests that some are more important.	I can describe and start to link a few causes and consequences of an event	I can briefly explain and link together a few causes and consequences of an event.	I can explain and link together several causes and consequences of an event.	I can analyse a wide range of causes and consequences and their impact.	I can analyse and evaluate a wide range of causes and consequences.	I can create a detailed evaluation of causes and consequences with originality and flair.
	<b>Analysis and Significance</b>	I am aware of why some factors are more important than others.	I can offer a simple description of why some factors are more important than others.	I can offer a simple explanation of why some factors are more important than others.	I can offer one argument to explain why some factors are more important than others.	I can offer more than one argument to explain why some factors are more important.	I can construct substantiated judgements about the past while making some links/comparisons between factors.	I can construct substantiated judgements about the past making extensive links between factors. I am aware that they are provisional.	I am aware that judgements are provisional and can analyse and evaluate different historical viewpoints.

		Pathway 1 (Target 1-3)			Pathway 2 (Target 4-6)			Pathway 3 (Target 7-8)	
Historical Skills	<b>Foundation</b>	With guidance I can identify different types of sources	I can identify different types of sources	I can confidently identify different types of sources.					
	<b>Inference</b>	I can identify one or two features within a source and I am aware that sources can help me learn about the past.	I can identify several different features within a source and demonstrate basic understanding of meaning.	I can briefly state what a source may suggest.	I can make inferences from a source, making some use of my historical knowledge.	I can make detailed inferences from a source, deploying historical knowledge.	I can make increasingly complex inferences from a source, deploying historical knowledge.		
	<b>Purpose</b>	I can show a basic awareness that the author of a source has a message.	I can identify the message of a source	I can identify and describe the message of a source.	I can describe the intention or motive of a source.	I can offer a simple explanation of the message and intention of a source showing an awareness of context.	I can explain the message and intention of a source showing a secure awareness of context.	I can reach tentative evaluations of the purpose and motive of a source using awareness of historical context.	I can evaluate the purpose and motive of a source using complex awareness of historical context.
	<b>Utility</b>	I can show awareness that some sources are more useful than others.	I can identify some reasons why some sources are more or less useful to my enquiry	I can describe a reason why a source is useful to my enquiry.	I can give a simple explanation of why a source might be useful to my enquiry.	I can explain why a source might be useful to my enquiry.	I can evaluate the usefulness of a source linked to my enquiry.	I can use my historical knowledge to evaluate the purpose, reliability and validity of sources to draw conclusions.	I can fully analyse and evaluate a wide range of sources, integrating them into arguments about utility in a highly sophisticated way.

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		Pathway 1 (Target 1-3)			Pathway 2 (Target 4-6)			Pathway 3 (Target 7-8)	
<b>Historical Skills</b>	<b>Reliability</b>	I recognise that some sources are not reliable.	With guidance, I can briefly state doubts about the reliability of a source	I can briefly state doubts about the reliability of a source	I can analyse and offer a simple evaluation of several sources.	I can analyse and evaluate several sources.	I can analyse and evaluate a wide range of sources, using different criteria.	I can make informed evaluations on the reliability of sources, using knowledge and understanding of context, to produce tentative conclusions.	I can make informed evaluations on the reliability of sources, using knowledge and understanding of context, to produce complex conclusions.
	<b>Sources and Knowledge</b>	I am able to recall facts related to a historical topic.	With guidance, I can recall evidence and link it to sources.	I can recall evidence and link it to sources.	I can sometimes use evidence to support an argument.	Increasingly, I can use a wide variety of evidence to support my arguments.	I can consistently use historical evidence to support my argument.	I can analyse and evaluate a wide range of sources, using different criteria, integrating them into my arguments in an increasingly convincing way.	I can deploy my extensive historical knowledge, including the context of sources, to test and compare the validity of contrasting interpretations to make
	<b>Interpretation &amp; Representation</b>				I can use my knowledge to test and compare the validity of contrasting interpretations.	I can use my historical knowledge to test and compare the validity of contrasting interpretations and representations of the past.	I can test and compare interpretations of the past to make limited conclusions.	I can deploy my extensive historical knowledge to test and compare the validity of contrasting interpretations to make tentative judgements.	secure judgements.