



# History Long Term Planning/Assessment

<b>Milestone 1</b> <b>KS1 Y1/2</b>	<b>Key Concepts</b> <b>Knowledge &amp; Skills</b> <b>(Learning Objectives)</b>	<b>Basic</b>	<b>Advancing</b>	<b>Deep</b>
<p><b>Investigate and interpret the past</b></p> <p>This concept involves understanding that <i>our</i> understanding of the past comes from an interpretation of the available evidence <b>such as art, stories, eye-witness accounts, books, photographs, songs, place-names, nursery rhymes, artefacts, documents (letters, receipts, personal documents etc), including online sources and databases.</b></p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Identify some of the different ways the past has been represented and use a variety of sources (e.g. artefacts, pictures, stories, online sources and databases) to find out about the past.</p>	<p>With the support of a teacher, evidence is examined to find out about the past, and simple questions are asked and answered.</p> <p>During structured activities, some relevant questions about the past are asked. Some questions are answered but not necessarily with justification.</p> <p>There is an awareness that, photographs, stories and books can represent the past. Simple understanding of events through one viewpoint and/or cause.</p>	<p>When presented with evidence, some relevant questions about the past are asked and answered independently.</p> <p>A growing number of relevant questions about the past are asked and can be answered independently with justified opinion and sometimes with evidence from a source.</p> <p>A growing number of representations of the past are understood, such as stories, books, photographs, and artefacts. There is beginning to be an understanding that an event can have more than one viewpoint and/or cause.</p>	<p>Evidence is beginning to be selected independently in order to ask and answer relevant and searching questions about the past.</p> <p>Searching, relevant questions about the past are asked and answers investigated independently, and justified with reference to opinion and/or evidence within different sources.</p> <p>A wide variety of evidence is known to represent the past, with an understanding that we need more than one source of evidence to begin to interpret the past, such as pictures, stories, books, photographs, songs, place-names, nursery rhymes, artefacts, documents (letters, receipts, personal documents etc), including online sources and databases.</p>
<p><b>Build an overview of world history</b></p> <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>With the support of a teacher, historical events are described simplistically.</p> <p>With the support of a teacher, significant people are studied and described.</p> <p>Descriptions are simplistic and without justified opinion.</p>	<p>Historical events are described, using some relevant historical vocabulary and some interesting detail.</p> <p>The term 'significant' is increasingly understood and can be used to select, study and describe people of historical significance.</p> <p>Descriptions contain justified opinions.</p>	<p>Historical events are described and presented in a number of ways, using historical language and pertinent detail with occasional reference to sources.</p> <p>There is a clear understanding of the term 'significant' to describe people and their contribution to history. Significance can be justified with opinion and used to select people from the past to study and</p>

<p>sections of society.</p>		<p>With the support of a teacher, the actions of people in the past are studied and described. Actions are described through one viewpoint.</p>	<p>There is beginning to be an understanding that there may more than one view point of a significant person and that these may contrast from each other.</p> <p>There is a growing understanding of the reasons why people in the past acted as they did. There is further understanding that there can be more than one viewpoint as to whether these decisions were right or wrong in the circumstances.</p>	<p>describe.</p> <p>Descriptions contain justified opinion from the child, backed up with evidence from sources.</p> <p>There is an understanding that there may more than one view point of a significant person.</p> <p>There is a sound understanding of the reasons why people in the past acted as they did, as well as understanding that there can be more than one viewpoint as to whether these decisions were right or wrong. Different viewpoints can be described and justified and there is some understanding of historical context (i.e. what is not acceptable now, may have been acceptable in the past).</p>
<p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>• Use common words and phrases relating to the passing of time (E.g. a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.)</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<p>During structured activities, simple historical language is used to mark the passing of time (e.g. before, after, olden days, a long time ago, when mummy was a little girl)</p> <p>With the support of a teacher, an understanding of 'our nation' is developing. It is known that important events have occurred or significant people have lived in our nation in the past and that 'history' means finding out about them.</p> <p>With the support of a teacher, an understanding of these concepts is beginning to grow, although this may be communicated in very simple terms e.g. 'Kings and Queens' instead of the</p>	<p>More evidence of historical language is becoming apparent (though not necessarily specific language) to mark the passing of time. Decisions as to what language to use are beginning to be made more carefully when describing the passage of time but can be in more vague terms and not necessarily with full understanding. (e.g. during the Victorians, about a hundred years ago, during the war)</p> <p>There is a developing understanding that our nation has a history distinct from the rest of the world and that other nations have their own histories and significant people, which differ from ours.</p> <p>There is a developing understanding of these concepts through both</p>	<p>Historical language is becoming fluent and specific with a greater understanding of concepts, and used appropriately in a wide variety of situations. (E.g. During the reign of Queen Victoria, in the 2nd World War, a specific number of years ago)</p> <p>There is a good understanding that our nation has a history distinct from the rest of the world and that other nations have their own histories and significant people, which differ from ours. However, there is also an understanding that some events and actions have a bearing on the history of more than one nation.</p> <p>There is a good understanding of these concepts through both teacher-led and independent activities. Use of the correct terminology is frequently used and children can these concepts independently and with increasing detail. e.g. The monarchy is the</p>

		vocabulary of 'monarchy'	teacher-led and independent activities. Use of the correct terminology is beginning to be used and children can begin to explain these concepts in simple terms e.g. A long time ago, people didn't have cars and had to walk.	king or queen of the country. Today we have Queen Elizabeth II.
<p><b>Understand chronology</b></p> <p>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in one's own life.</li> <li>Use dates where appropriate.</li> </ul>	<p>With the support of a teacher, there is some understanding of the passing of time and how it may be represented in different ways, including written and visual timelines. Children can place one or two simple events, people and/or objects in time order e.g. this photograph is the oldest because it looks older than the other one.</p> <p>During structured activities, timelines are annotated with simple, historical language (old, new, before, after)</p> <p>During structured activities, some events of one's own life are recounted with a little detail, but not necessarily with the understanding of what constitutes a 'significant' event/detail.</p> <p>With support from a teacher, dates are used to chart events.</p>	<p>There is a growing understanding of the passing of time and how it may be represented in different ways, including written and visual timelines. Children can place two or more events, people and/or objects in time order and begin to justify their reasoning independently. e.g. this photograph is older as it is in black and white and the people look old-fashioned..</p> <p>Timelines are generally annotated independently to include some appropriate historical language ( year X, Victorian times, past, present, later).</p> <p>The main events of one's own life are recounted independently with some detail and historical language, not always relevant.</p> <p>Dates are used to chart some events, usually independently.</p>	<p>There is a well-developed understanding of the passing of time and how it may be represented in different ways, including written and visual timelines. Children can place multiple events, people and/or objects in time order and confidently justify their reasoning independently. e.g. this photograph is older as it is in black and white and there is an old fashioned car in it, but this photograph is in colour and has a modern car in it.</p> <p>Timelines have detailed annotations which show a good grasp of historical language (e.g. 19<sup>th</sup> Century, Millennium, specific dates and names of periods studied).</p> <p>The main events of one's own life are presented in lively or novel ways with an excellent use of historical language to add appropriate detail.</p> <p>Dates are used and understood independently, in a variety of forms, including days, months and years.</p>
<p><b>Vocabulary</b></p> <p>Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy</p>				

<b>Milestone 2</b> <b>KS2 Y3/4</b>	<b>Key Concepts</b> <b>Knowledge &amp; Skills</b> <b>(Learning Objectives)</b>	<b>Basic</b>	<b>Advancing</b>	<b>Deep</b>
<p><b>Investigate and interpret the past</b></p> <p>This concept involves understanding that <i>our</i> understanding of the past comes from an interpretation of the available *evidence (such as art, stories, books, photographs, songs, place-names, eye-witness accounts, nursery rhymes, artefacts, documents (letters, receipts, personal documents etc), including online sources and databases)</p>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<p>With support, there are some examples of using a variety of evidence to ask and answer questions about the past.</p> <p>There is some awareness of the suitability of evidence for a historical enquiry.</p> <p>There is some awareness that different sources of evidence give a variety of information about the past.</p> <p>There is some awareness that there are different accounts and interpretations of historical events because people can have differing views.</p> <p>With support, some simple suggestions on the causes and consequences of some familiar events in history are proposed.</p>	<p>There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past independently.</p> <p>Evidence for a historical enquiry is generally chosen for its suitability and choices are beginning to be justified with reasoning.</p> <p>There is a growing understanding that a range of evidence can be selected in order to gain a more accurate, rounded understanding of the past.</p> <p>Different accounts and interpretations of historical events are explored and some reasons given independently as to why the accounts may differ.</p> <p>Independently, some plausible/thoughtful suggestions are volunteered to explain the causes and consequences of some main events in history.</p>	<p>Evidence is carefully selected and investigated independently and used to ask pertinent questions and to explore possible answers. There is an understanding that sometimes, there is no conclusive ‘right answer’.</p> <p>Evidence is carefully selected for its suitability and clear reasons are given for the choices made.</p> <p>Evidence is analysed and carefully selected to create a thorough understanding of history, with an understanding that some evidence can be contradictory or ambiguous.</p> <p>Different accounts and interpretations of historical events are thoroughly explored and presented, with well-reasoned arguments for which may be the most accurate and why and with a good understanding of why there are differing viewpoints. Carefully considered suggestions,</p>

				along with alternative viewpoints about the causes and consequences of the main events in history are given independently. Further, there is some understanding that some causes/effects can be judged to be more significant than others.
<p><b>Build an overview of world history</b></p> <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society. (In other words – examining the composition of a particular society in terms of wealth, gender, racial make-up, social hierarchy, religion(s), geography, political systems, cultural achievements and practices).</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and</li> </ul>	<p>With adult support, some basic changes to the locality of the school over time are observed and described.</p> <p>With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are described with some simple examples/reasoning.</p> <p>With support, historical events around the world are compared and simple judgements are made.</p> <p>With support, some aspects of a past society are described with examples/evidence given.</p> <p>With support, some ideas, beliefs, attitudes and experiences of individuals and/or groups are described with examples/evidence</p>	<p>Some of the changes to the locality of the school over time are explained, mostly independently, with some examples and detail to support observations.</p> <p>The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explored and described, mostly independently and with some examples/reasoning to support.</p> <p>Historical events around the world are selected and compared and judgements are made independently, with reasons and examples given.</p> <p>Independently, several aspects of a past society are selected and described, with examples/evidence given.</p> <p>Independently, the main ideas, beliefs, attitudes and experiences of individuals and/or groups are</p>	<p>The changes to the locality of the school over time are thoroughly explored and described, independently, with examples and accurate detail to support observations.</p> <p>The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explored in depth, independently. Areas are selected to describe in detail with examples/reasoning to justify personal opinions.</p> <p>Historical events around the world are carefully selected to highlight similarities and differences between them, with clear reasoning behind the independent judgements made and supporting examples. Independently, many aspects of a past society are selected and clearly described, with supporting examples/evidence given and</p>

	experiences of men, women and children.	given.	described with examples/evidence given.	reasoning explained.  Independently, the main ideas, beliefs, attitudes and experiences of individuals and/or groups are understood and described with interesting details - including examples/evidence - given to support reasoning.
<p><b>Understand chronology</b></p> <p>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events. <b>N.b. the terms CE (Common Era) and BCE (Before common era) are now typically used, replacing BC/AD.</b></li> </ul>	<p>There is some knowledge of the chronological order of the past and that the order of events can be shown on a timeline. With support, and in a structured activity, events, artefacts and historical figures can be placed accurately, on a timeline, from their dates.</p> <p>With support, changes over time are represented on a timeline.</p> <p>When reminded, key dates are used. There is a basic understanding of CE/BCE</p>	<p>There is generally a good knowledge of the chronological order of the past and it is understood that this can be represented on a time line. Independently, most events, artefacts and historical figures can be placed accurately, on a timeline, from their dates, though some help may be needed to help with scale and overlapping of events.</p> <p>The concept of change in key themes is understood and some examples of this are independently represented on timelines</p> <p>Key dates are generally used. There is an understanding of CE/BCE</p>	<p>There is a sound understanding of Chronology and how this can be represented on a timeline. The overlapping of events is understood and the need of an accurate scale to show the passing of time is appreciated.</p> <p>There is a thorough exploration of change over time in some key themes. Independently, timelines are used to chart those changes and to comment upon the rate of change and perhaps to support opinion on the most significant changes.</p> <p>Key dates are used in almost all historical accounts. There is a sound understanding of CE/BCE</p>
<p><b>Communicate historically</b></p> <p>This concept involves using historical vocabulary and techniques to convey</p>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> </ul> </li> </ul>	<p>When reminded, historical language is used.</p> <p>With support, literacy, numeracy and computing skills</p>	<p>Historical language is selected and used appropriately, mostly independently.</p> <p>Mostly independently, literacy,</p>	<p>Historical language is carefully chosen and used well to describe a wide range of events and concepts.</p>

information about the past.	<ul style="list-style-type: none"> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	are used to support learning in history and to communicate basic findings.	numeracy and computing skills are used to support learning in history and to communicate findings.	Independently, literacy, numeracy and computing skills are used to a high standard to support learning in history and to communicate findings appropriately.
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**Vocabulary**

Source, evidence, historical source, primary source, secondary source, account, enquiry, historical enquiry, cause, consequence, locality, overview, ancient, medieval, culture, BCE, CE, social, ethnic, society, change, concept, represent

<b>Milestone 3</b> <b>KS2 Y5/6</b>	<b>Key Concepts</b> <b>Knowledge &amp; Skills</b> <b>(Learning Objectives)</b>	<b>Basic</b>	<b>Advancing</b>	<b>Deep</b>
<p><b>Investigate and interpret the past</b></p> <p>This concept involves understanding that <i>our</i> understanding of the past comes from an interpretation of the available evidence (such as pictures, stories, books, photographs, songs, place-names, eye-witness accounts, nursery rhymes, artefacts, documents (letters, receipts, personal documents etc), including online sources and databases).</p>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the</li> </ul>	<p>There is some awareness of the word ‘deduce’ and with support, some sources can be used to provide evidence/examples.</p> <p>With support, some suitable sources of evidence are suggested, with basic reasoning.</p> <p>With support, hypotheses are formed and investigated using appropriate (sometimes pre-selected) sources of evidence.</p> <p>With some support, some suggestions of suitable evidence are given and used to back up conclusions.</p> <p>There is some awareness that some historical sources represent propaganda and a basic idea that this might make them biased/less reliable in terms of a balanced viewpoint.</p> <p>There is a growing awareness of the need to look at more than</p>	<p>Source evidence is selected, analysed and evaluated mostly independently. There are some examples of conclusions that have been deduced from its scrutiny with reference back to the source.</p> <p>Mostly independently, suitable sources of evidence are suggested with some reasons for its suitability explained.</p> <p>Mostly independently, sources of information are used to generate some interesting hypotheses, formed from a growing knowledge of the past and tested through further research</p> <p>A growing range of evidence is sought and explored in formulating and justifying claims about the past.</p> <p>There is an understanding of social and political contexts of</p>	<p>Independently, evidence from a variety of sources is collected, analysed and evaluated to provide well-reasoned deductions about past events. These are fully supported by evidence/examples which refer back to the source(s).</p> <p>Clear reasoning and careful judgement is used to select and explore sources of evidence.</p> <p>Interesting and thoughtful hypotheses are formed, based on a solid understanding of the past, and are tested by looking at more unfamiliar evidence and different viewpoints.</p> <p>A wide and carefully chosen range of evidence is sought and explored in formulating and justifying claims about the past.</p> <p>There is a good understanding of the social, cultural, political and religious contexts in which</p>



	<p>full answer to questions about the past.</p> <ul style="list-style-type: none"> <li>• Refine lines of enquiry as appropriate</li> </ul>	<p>one source of evidence.</p> <p>There are some simple examples of refining lines of enquiry</p>	<p>evidence are understood and conclusions sensibly drawn as to the reliability of sources in terms of bias and a balanced viewpoint. A number of sources of evidence are sought out to justify a viewpoint, mostly independently. There are some examples of refinements to a line of enquiry with reasons given for the refinements.</p>	<p>historical evidence was created, and this is acknowledged when formulating conclusions. A wide range of evidence is collected, analysed and evaluated to show a variety of viewpoints, sometimes contrasting.</p> <p>Lines of enquiry are refined, based on emerging evidence or conflicting accounts of history and through listening to the opinions and discussions of others.</p>
<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school. (Key themes may include education, crime, housing, leisure etc)</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the</li> </ul>	<p>There is a growing understanding of the concepts of continuity and change over time. With some support, some examples from the local area are given in relation to key themes.</p> <p>When reminded, the broad history of Britain in this period is described with some prompting.</p> <p>With support, some time periods are compared and described.</p> <p>With support, a past society is described with reference to its social, ethnic, cultural or religious diversity. When reminded, some characteristic features of the past, from a range of</p>	<p>Key themes are investigated, mostly independently and areas of continuity and change in the local area are identified and described with some evidence and reasoning.</p> <p>There is a good, basic knowledge of the broad history of Britain during this period which is described with some interesting detail.</p> <p>Time periods are selected and compared, mostly independently, with interesting and comparative detail given.</p> <p>Mostly independently, a past society is described with reference to its social, ethnic, cultural or religious diversity. Generally, the characteristic</p>	<p>Key themes are investigated independently and areas of continuity and change in the local area are confidently identified and described with relevant, supporting evidence and reasoning.</p> <p>There is a confident understanding of the history of Britain during this period, supported by relevant detail including dates and/or historical language.</p> <p>Time periods are carefully chosen independently, to show similarities and differences with clear and interesting detail given.</p> <p>Independently and confidently, a past society is described with reference to its social, ethnic, cultural or religious diversity. Many of the characteristic features</p>

	past, including ideas, beliefs, attitudes and experiences of men, women and children	perspectives, are described.	features of the past, from a range of perspectives, are described in some detail.	of the past are described, in detail, from a carefully selected range of perspectives.
<p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>	<p>The concept of change within a time period is understood, with some examples given. There is a developing understanding of the terms: social, religious, political, technological and cultural</p> <p>In structured activities, there is some description of the rate of change with some good examples provided.</p> <p>There is some awareness of the concepts of continuity and change and, with support, they are represented, with some evidence, on a timeline.</p> <p>When reminded, dates and terms are used to describe events.</p>	<p>Changes within a time period are chronicled in a logical way and can usually be described accurately with the correct terminology: social, religious, political, technological and cultural</p> <p>There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this.</p> <p>There is generally a good awareness of the concepts of continuity and change and they are represented in interesting ways on an annotated timeline, mostly independently.</p> <p>Dates and terms are generally recalled to describe events.</p>	<p>Changes within a time period are confidently chronicled in a logical way and are described accurately with the correct terminology: social, religious, political, technological and cultural, in addition to various other appropriate terminology e.g. growth, decline', rise, fall, continuity, change etc</p> <p>The rate and extent of change is described and some reasons for this suggested, including the significance/insignificance of particular events.</p> <p>Periods of continuity and change are confidently identified, described and then independently represented on an annotated timeline with a well-considered scale, along with a number of well-considered possible reasons. Without prompting, dates and terms are frequently and accurately recalled or researched and used to describe events.</p>
<p><b>Communicate historically</b> This concept involves using historical vocabulary and</p>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> </ul> </li> </ul>	Appropriate historical language is sometimes used when communicating historically.	Generally, appropriate historical language is used when communicated historically.	Historical language is fluent and appropriate when communicating.  Independently, literacy, numeracy

<p>techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul> <p>(N.b. in art work, map skills, via drama or dance etc)</p>	<p>With some support, literacy, numeracy and computing skills are used to support learning in history and to communicate findings appropriately and clearly.</p> <p>With support, other curriculum skills can be used imaginatively to present information and findings appropriately and clearly.</p>	<p>Mostly independently, literacy, numeracy and computing skills are of an exceptional standard and used to support learning in history and to communicate findings appropriately and clearly.</p> <p>Mostly independently, other curriculum skills can be used imaginatively to present information and findings appropriately and clearly.</p>	<p>and computing skills are used to an exceptionally high standard to support learning in history and to communicate findings in clear, appropriate, interesting and/or imaginative ways.</p> <p>Independently, other curriculum skills can be used imaginatively to present information and findings appropriately and clearly.</p>
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**Vocabulary**

Suitable, hypothesis, testable, reliable, culture, racial, diverse, characteristic features, analyse, justify, propaganda, bias, culture