

# HISTORY

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## **Level 1**

Through the use of various educational aids, learners can distinguish between the present and the past in their own and other people's lives and are able to recount simple stories. They can recall historical events with some relevant detail and are able to answer very simple questions about the past mainly from pictures.

## **Level 2**

Learners show an emerging sense of chronology by placing a few events in order and by starting to use simple terminology about the passing of time e.g. last year. They show some knowledge and understanding of some of the main events and people they have studied. They are able to obtain simple information from various types of evidence including pictures and written sources.

## **Level 3**

Learners can recognise that their own lives may be different from the lives of people of the past. They demonstrate a good knowledge and understanding of the main events and people studied by being able to make simple observations through asking and responding to questions from various sources of evidence. They begin to produce some simple form of structured work.

## **Level 4**

Learners identify historical names for specific periods of time and can reflect on the characteristics of various periods of time and draw their own conclusions. They can use their acquired knowledge to reach an understanding of different historical periods through the use of evidence. They use sources to inform their interpretation of people and events. They can reconstruct some of the different reactions of people in the past through the use of simple empathy. Through an appropriate use of the data available, they are able to indicate clearly their reasoning and conclusions.

## **Level 5**

Learners are able to clearly identify the changes and similarities across different periods. They begin to show an increasing ability to compare people, events and changes studied. They are able to reconstruct the different reactions of various people from the past in a given situation. By an appropriate evaluation of evidence they are able to carry out investigations and reach their own conclusions. Using various means of presentation they are able to communicate orally or in written form their conclusions in a clear way.

## **Level 6**

Learners describe in detail and begin to analyse the significance of some of the major changes within the same period of time. They are able to make links between features within and across different periods of time. They analyse reasons which led to different historical interpretations of particular events or developments. They can empathise or reconstruct a given situation in different historical periods and evaluate evidence critically to reach and support conclusions. Using the data available, they are able to produce structured narratives, descriptions and explanations.

## **Level 7**

Learners analyse the changes and similarities within and across different periods of time. They clearly understand the relationships between events, people, ideas and different historical interpretations. They can extensively reconstruct or empathise the different reactions of people in different situations. They are able to use evidence critically to carry out historical enquires and

reach substantiated conclusions independently. They are able to produce well-structured written work based on their conclusions.

### **Level 8**

Learners comprehensively analyse the changes and similarities within and across different periods of time. They analyse and correlate the relationships between events, people, ideas and historical perspectives and interpretations. They can comprehensively empathise and reconstruct a given situation in the different historical periods. They can use evidence critically and effectively to carry out historical enquiries and reach and sustain substantiated and balanced conclusions independently. Using the appropriate data they are able to produce well written evaluative work.