

Phase 3 HUMANITIES	Progression Statements	Working Towards	Working At	Working at Greater Depth
Historical Knowledge	Sequencing the past- to develop chronologically secure knowledge and understanding of British, local and world history	<p>Can identify details of the topic they have studied. E.g. can identify some of the achievements made by Ancient Greece.</p> <p>Can sequence some events by providing some dates and terms. E.g. groups a few events or artefacts belonging to the Ancient Egyptians.</p>	<p>Can recall many details from the topic they have studied. E.g. can recall many details about the Ancient Egyptians and their achievements.</p> <p>Can sequence many events in order by providing some dates and terms. E.g. can sequence many of the main features of the British Empire.</p>	<p>Can identify and describe a range of details from the topic they have studied. E.g. can identify a range of people, events, and developments throughout the Ancient Egyptian period.</p> <p>Can confidently sequence events, using key dates and terms accurately.</p>
History Concepts	<p>Address and devise historically valid questions about change, similarity and difference, cause, and significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Can describe some similarities, differences and changes within topic studied.</p> <p>Can describe some cause and effects on some key events studied.</p> <p>Can select what is most significant. E.g. can describe some of the most significant features of Roman Britain.</p> <p>Can explain why two accounts of the same event may differ. E.g. why different people might have different views about the Romans.</p>	<p>Can make valid statements about the main similarities, differences and changes within a topic studied.</p> <p>Can comment on the causes and effects of some of the events studied.</p> <p>Can explain why some achievements were significant. E.g. can explain why Roman achievements were significant.</p> <p>Can comments on why there were different viewpoints. E.g. explain why there were different viewpoints about Boudica.</p>	<p>Can explain why certain changes and developments were significant.</p> <p>Can explain with confidence the significance of some cause and effects of key events.</p> <p>Can independently explain why a historical event was significant. E.g. can independently explain what made the Roman period distinctive.</p> <p>Can explain historical events from more than one viewpoint. E.g. can explain how and why different people might have interpreted the benefits of Roman rule differently.</p>
Historical Enquiry	<p>Construct informed responses.</p> <p>Use appropriate historical terms.</p> <p>Use sources as evidence.</p>	<p>Can ask valid questions and answer using some sources. E.g. can use a few different sources to answer a question or write a report.</p> <p>Can understand how sources can be used to answer historical questions. E.g. can answer why a source helped them provide evidence about a period.</p>	<p>Can independently devise a range of historical questions and answer them with a valid response. E.g. can answer questions based on knowledge gained from a range of sources.</p> <p>Can use a range of sources for answering historical enquiries. E.g. can explain the significance of using a range of sources when constructing our knowledge of the past.</p>	<p>Can independently devise historical enquiries and produce a focused response. E.g. can answer and debate based on the evidence gained from a range of sources.</p> <p>Can comment on the usefulness and reliability of sources. E.g. can show some discrimination when using a range of sources.</p>

<p>Geographical Knowledge</p>	<p>Name and locate counties, cities, and regions of the UK. Locate the world's countries. Identify the position and significance latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, and Arctic and Antarctic circles.</p>	<p>Can describe where the UK is located, naming some counties. Can locate some countries in Europe, North and South America on a map. Can use a globe and map to identify the position of the Poles, Equator, Northern and Southern Hemisphere, Tropics, Arctic, and Antarctic Circles.</p>	<p>Can describe where the UK is located, name and locate major urban areas, locate where they live and names of nearby counties. Can locate many countries in Europe, North and South America on a map. Can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.</p>	<p>Describe where the UK is located, name and locate a range of cities and counties, and can locate and describe contrasting physical environments. Can locate most countries in Europe, North and South America on a map. Can understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic circles and the Prime/Greenwich Meridian.</p>
<p>Geographical Understanding</p>	<p>Describe and understand key aspects of physical geography. Describe and understand key aspects of human geography.</p>	<p>Can describe the pattern of hot and cold areas of the world, relating it to the Equator and Poles. Can recognise different features (such as mountains). Can describe the water cycle using simple vocabulary. Can describe how some physical processes can cause hazards to people (e.g. earthquakes or volcanoes)</p>	<p>Can indicate tropical, temperate, and polar climate zones. Can talk about physical features and how they change. Can describe a river/mountain environment in the UK. Can describe the water cycle in sequence. Can describe some advantages and disadvantages of living in a hazard-prone zone (e.g. an area prone to earthquakes or active volcanoes)</p>	<p>Can indicate tropical, temperate, and polar climate zones and understand the relationship between climate and vegetation. Can describe several physical features and how they change. Can describe and name the key landscape features of river and mountain environments in the UK. Can explain the water cycle. Can offer explanations for the advantages and disadvantages of living in hazard-prone zones.</p>
<p>Geographical Skills and Enquiry</p>	<p>Understand the geographical similarities through the study of human and physical geography of a region in the UK, a region in a European country and a region within North or South America. Understand the interaction between physical and human processes.</p>	<p>Can use a map to locate the UK, where they live, and some countries on other continents. Can give directions up to four-compass points. Can make a simple sketch map. Can present fieldwork in a simple graph. Can carry out fieldwork in the local area.</p>	<p>Can locate places using latitude and longitude and be able to describe the location of the place. Can use four-figure grid references, give directions up to eight compass points. Can make a map with features in the correct order. Can present fieldwork in a simple graph. Can carry out fieldwork in the local area.</p>	<p>Can locate places using latitude and longitude and be able to describe the location of the place and describe where the place is in relation to others. Can use six-figure grid references and can use the scale bar or 1km grid to estimate distance. Can make a detailed map. Can present fieldwork using a range of graphs. Can plan a fieldwork investigation in the local area.</p>

