

History



Level 1

- Name items, real or pictures etc
- Find named items
- Find matching items

Level 2

- Answer 'who', 'what', 'where' questions about information that has just been given, shown or read. This requires recall.
- Identify by properties or attributes, for example, 'which picture shows wealth or poverty or peace or wartime?', 'show me the big ship'
- Categorise examples, for example, recall causes of X event, what were the 3 main aims of X?
- Give another example

Level 3

- Summarise information
- Retell a short sequence of a historical event – it's much easier for the young person to give a recount immediately after hearing it (gradually increase the time lag between hearing and recounting the events)
- Identify what a historical figure might have thought or said about a situation
- Identify how people might have felt in a situation, for example, pupilren in a Victorian school, holocaust victims
- Make a simple prediction about what might have happened next. For some this will be extremely hard, support them by:
 - - Retelling the sequence of events so far
 - Highlighting the critical elements of the event
 - Link the event to the young person's personal experience

- Define words, for example, 'what does 'aggressor' mean?', hyperinflation, propaganda, dictator etc

Level 4

- Inference – 'how can we tell that this miner has done a hard day of work?', 'what does this cartoon tell you about the attitudes to X?', 'how far does the photo support Y statement?'. Again, the young person may need support in identifying the critical information in order for an inference to be made.
- Justify the prediction made at level 3, for example, 'why do you think that X happened?'
- Justify the action of historical figures or populations, for example, 'why did X do Y?'
- Solve a problem, for example, 'if X happened, what do you think Y did?'. If possible, apply the situation to the young person's own personal experience.