
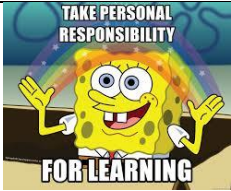

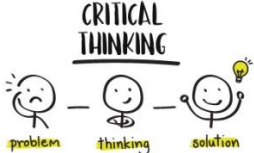





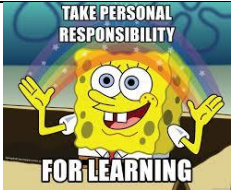

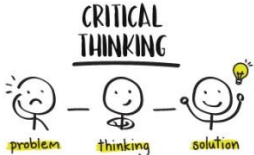





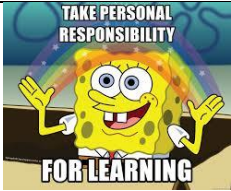

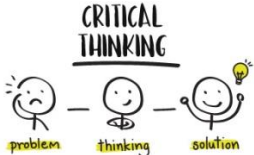





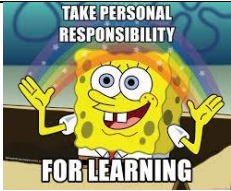

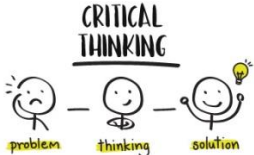







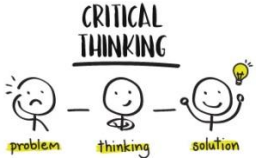









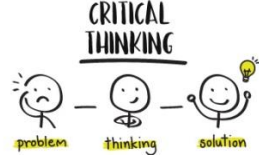




<p>Character Profile of a Radford Historian in Year 1</p>	<p>Self Manager – organise and be responsible for their historical enquiry</p>	<p>Effective Participators – engage actively with an historical enquiry/issues</p>	<p>Resourceful Thinker – ask historical questions, be creative in making links and finding solutions</p>
	 <ul style="list-style-type: none"> • I can set simple goals when giving a task to complete in history. • I can choose the equipment I need to complete a task in history. 	 <ul style="list-style-type: none"> • When talking about history I can make sure that I listen to the point of view of others. 	 <p>CRITICAL THINKING</p> <ul style="list-style-type: none"> • I can think of my own ideas about an historical idea. • I can play/ observe and experiment with ideas in history including using pictures and stories • I can suggest ways to solve an historical problem.
<p>Literate, Numerate and Digital - apply English, Maths and Computing in History</p>	<p>Independent Enquirer – plan and carry out an historical enquiry</p>	<p>Team Worker – work with others to plan and complete an historical enquiry</p>	<p>Reflective Learner – Reflects on historical knowledge to make comparisons</p>
 <ul style="list-style-type: none"> • I am able to use a simple computer program to explore an historical idea. • I am able to use English including stories and recounts to explore an historical idea. 	 <ul style="list-style-type: none"> • I can ask a simple question about history. • I can give a simple opinion and explain why about a historical event. • I can show curiosity about history events. 	 <ul style="list-style-type: none"> • I am confident to share my ideas about an historical event with others. • I can work in a group to discuss historical ideas. • I can engage in collaborative talks about an historical subject. 	 <p>Reflective Thinking</p> <ul style="list-style-type: none"> • I am able to tell someone what they have learnt about an historical idea. • I am able to know and understand what I have done well in in history.

<p>Character Profile of a Radford Historian in Year 2</p>	<p>Self Manager – organise and be responsible for their historical enquiry</p>	<p>Effective Participators – engage actively with an historical enquiry/issues</p>	<p>Resourceful Thinker – ask historical questions, be creative in making links and finding solutions</p>
	 <ul style="list-style-type: none"> • I know that my actions have an impact on others when discussing historical ideas. • I know how to keep going to understand an historical idea even if others find it easy. 	 <ul style="list-style-type: none"> • I am happy to have a go at solving a new historical idea. • I can leave a task in history and go back to it later. • I can encourage others to take part in discussing historical ideas. 	 <ul style="list-style-type: none"> • I can generate questions linked to an history learning challenge. • I can ask simple questions about my history work and that of others. • I can say what I have learnt from others about history.
<p>Literate, Numerate and Digital - apply English, Maths and Computing in History</p>	<p>Independent Enquirer – plan and carry out an historical enquiry</p>	<p>Team Worker – work with others to plan and complete an historical enquiry</p>	<p>Reflective Learner – Reflects on historical knowledge to make comparisons</p>
 <ul style="list-style-type: none"> • I can use a range of writing styles to show my understanding of history. • I can begin to use maths to further my historical thinking including using dates on a timeline. • I can use different computer programs to present my historical enquires. 	 <ul style="list-style-type: none"> • I can give two opinions about an historical idea and say whether I agree with this. • I am curious about history and can ask questions to find out more. • I can take time to think about an historical idea. 	 <ul style="list-style-type: none"> • When discussing an historical idea, I consider the views of all members within my group. • When discussing historical ideas, I actively listen and share ideas with others. 	 <ul style="list-style-type: none"> • I can understand what I need to do best to improve my work as an historian. • I am happy to make changes to an original idea that I had about an historical idea. • I am able to share my learning about history with others.

<p>Character Profile of a Radford Historian in Year 3</p>	<p>Self Manager – organise and be responsible for their historical enquiry</p>	<p>Effective Participators – engage actively with an historical enquiry/issues</p>	<p>Resourceful Thinker – ask historical questions, be creative in making links and finding solutions</p>
	 <ul style="list-style-type: none"> • I can work on an historical task within a time frame. • I understand that some tasks when enquiring about history could be tough, but I can carry on and not be put off by change. • I enjoy taking responsibility when taking part in an historical enquiry. 	 <ul style="list-style-type: none"> • I am prepared to listen to others when discussing historical concepts. • I know how to make an idea from an historical enquiry even better. • I know how to show empathy when discussing different historical ideas. 	 <ul style="list-style-type: none"> • I can use my imagination to improvise when thinking about an historical idea. • I can think of different possibilities and possibilities when solving an historical problem.
<p>Literate, Numerate and Digital - apply English, Maths and Computing in History</p>	<p>Independent Enquirer – plan and carry out an historical enquiry</p>	<p>Team Worker – work with others to plan and complete an historical enquiry</p>	<p>Reflective Learner – Reflects on historical knowledge to make comparisons</p>
 <ul style="list-style-type: none"> • I can use a range of writing styles to show my understanding of history using some grammar from the time being looked at. • I can begin to use maths to further my historical thinking including finding the difference between different dates. • I can use different computer programs to present my historical enquires and share these with others. 	 <ul style="list-style-type: none"> • I can show my different ways of thinking about an historical ide including using a mind map. • I can suggest an historical question that can be investigated. • I can plan and finish an historical task within a timeframe and understand the basics of cause and effect. 	 <ul style="list-style-type: none"> • I can work harmoniously and commutatively with others when working as a group to discuss an historical idea. • When discussing a historical idea, I can make sure that everyone takes a turn when speaking. • When discussing an historical idea, I can give feedback to how others in my group have participated. 	 <ul style="list-style-type: none"> • I can check and edit my own work in history. • I can take time to consider experiences and what needs to be done next when thinking about an historical idea. • I can say who or what helps me learn about history and explain how I know.

<p>Character Profile of a Radford Historian in Year 4</p>	<p>Self Manager – organise and be responsible for their historical enquiry</p>	<p>Effective Participators – engage actively with an historical enquiry/issues</p>	<p>Resourceful Thinker – ask historical questions, be creative in making links and finding solutions</p>
	 <ul style="list-style-type: none"> • I can describe my own strengths and weaknesses when discussing an historical idea. • I can use open ended or deeper thinking questions. • When approaching an historical enquiry, they can prioritise the most important things that need doing. 	 <ul style="list-style-type: none"> • I can show that I am determined not to give in to easily when presenting my view on a topic in history. • If I don't get something right in history, I can manage disappointments and keep my emotions in check. • I know that my ideas about history can help other people when learning about history. 	 <ul style="list-style-type: none"> • I can ask questions to check my understanding. • I can draw inference and make deductions from a range of sources about an historical idea. • I can sort and classify information in history to check for clarity. • I can give alternative solutions or explanations when thinking about an historical idea.
<p>Literate, Numerate and Digital - apply English, Maths and Computing in History</p>	<p>Independent Enquirer – plan and carry out an historical enquiry</p>	<p>Team Worker – work with others to plan and complete an historical enquiry</p>	<p>Reflective Learner – Reflects on historical knowledge to make comparisons</p>
 <ul style="list-style-type: none"> • I can use a wide range of writing styles to show my understanding of history using some grammar from the time being looked at. • I can use maths to further my historical thinking including finding the difference between different dates. • I can use a range of different computer programs to present my historical enquires and share these with others. 	 <ul style="list-style-type: none"> • I can break down complex historical ideas into steps. • I can use more than one piece of evidence to support my findings in history. • I can follow up an historical question to gain clarification. 	 <ul style="list-style-type: none"> • I can communicate capably as a team member when discussing an historical idea. • I can respect opinions of others even though they are different to my own when discussing an historical idea and I can take on specific allocated roles in a group. • I can respect and tolerate values and beliefs of others in a joint activity when discussing an historical idea. 	<p>Reflective Thinking</p>  <ul style="list-style-type: none"> • I can review my learning in history and identify a factor that could help me be a more effective learner. • I can value and use feedback that helps improve my quality of work and learning in history. • When learning about history I can use more than one piece of evidence to support my learning.

<p>Character Profile of a Radford Historian in Year 5</p>	<p>Self Manager – organise and be responsible for their historical enquiry</p>	<p>Effective Participators – engage actively with an historical enquiry/issues</p>	<p>Resourceful Thinker – ask historical questions, be creative in making links and finding solutions</p>
	 <ul style="list-style-type: none"> • Appreciate range of historical viewpoints, even when different from own. • Organise things well, including historical resources and others. 	 <ul style="list-style-type: none"> • Prepared to discuss and debate historical issues until a sensible compromise is reached • When making suggestions on an historical issue, I can break down ideas into small steps 	 <ul style="list-style-type: none"> • Link ideas from different areas of history to solve problems and present findings. • Understand the difference between an historical task that is too difficult and one that requires them to think more deeply about the historical issues raised.
<p>Literate, Numerate and Digital - apply English, Maths and Computing in History</p>	<p>Independent Enquirer – plan and carry out an historical enquiry</p>	<p>Team Worker – work with others to plan and complete an historical enquiry</p>	<p>Reflective Learner – Reflects on historical knowledge to make comparisons</p>
 <ul style="list-style-type: none"> • In can apply my writing skills and create pieces of text that show an understanding of an historical event or character. • I can read historical texts for comprehension, for pleasure and for information gathering. • I can use drama to interpret historical events/characters • I can use graphing skills to help interpret historical data. 	 <ul style="list-style-type: none"> • Choose how to best to present historical information. • Make constructive judgments about someone else's interpretation of an historical issue 	 <ul style="list-style-type: none"> • Motivate others to contribute more effectively in discussing historical issues • Understands differences in opinions when interpreting historical events and respond positively. 	 <ul style="list-style-type: none"> • Use range of criteria to reflect on own and others historical work, including drama interpretations of an historical event. • Make good use of time to reflect on what historical knowledge and skills they have learnt. • I can use computing skills to communicate my new historical knowledge

<p>Character Profile of a Radford Historian in Year 6</p>	<p>Self Manager – organise and be responsible for their historical enquiry</p>	<p>Effective Participators – engage actively with an historical enquiry/issues</p>	<p>Resourceful Thinker – ask historical questions, be creative in making links and finding solutions</p>
	 <ul style="list-style-type: none"> • When taking part in an historical enquiry I can organise my own time and space. • In history I can use a range of strategies to help overcome a problem. In history I can empathise with other and appreciate that people respond to different historical ideas in different ways. 	 <ul style="list-style-type: none"> • In history I can act as an advocate for views and beliefs that may differ from my own. • When learning about history I am a good role model for learning behaviours. 	<p>CRITICAL THINKING</p>  <ul style="list-style-type: none"> • When taking part in an historical enquiry I am always prepared to explore more than the first possible solution to a problem. • I am aware that in history solutions can depend on an understanding of other issues. • I can generate questions in history that promote higher order thinking.
<p>Literate, Numerate and Digital - apply English, Maths and Computing in History</p>	<p>Independent Enquirer – plan and carry out an historical enquiry</p>	<p>Team Worker – work with others to plan and complete an historical enquiry</p>	<p>Reflective Learner – Reflects on historical knowledge to make comparisons</p>
 <ul style="list-style-type: none"> • I can use a wide range of writing styles to show my understanding of history including producing writing in the style of the time period covered. • I can use maths to further my historical thinking in a range of ways including finding the difference between different dates and using statistics to further historical enquiry. • I can use a range of different computer programs to present my historical enquiries and share these with others. 	 <ul style="list-style-type: none"> • I can understand that questions can have more than one answer and know that some questions in history cannot be answered. • I can plan an historical task anticipating blocks and find ways to overcome them. • I can listen to a range of opinions within history and reach a conclusion from them. • I can use feedback from a range of sources to help solve a problem. 	 <ul style="list-style-type: none"> • In history I am eager to discuss conflicting issues fairly and reach agreement that enables my group to move on. • When suggesting ideas in history I am able to break ideas into smaller steps to suit the needs of the group. • In history I can work with a range of people, including those with different views from my own. 	<p>Reflective Thinking</p>  <ul style="list-style-type: none"> • In history I can explain and discuss different ways I have learnt from others. • I can respect different viewpoints when considering success. • In history I can identify strengths and weaknesses in my work and give reasons on how to improve. • In history I can weigh the strengths of different reasons to support an argument.

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