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| **History Skills***Expected by End of Year 6* |
| **Chronological Understanding** |
| **Skills** | *Outcomes by End of UKS2* | *Greater Depth* |
| * **Uses timelines to demonstrate changes and developments in culture, technology, religion and society. (children make their own)**
* **Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.**
* **Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.**
* **Names date of any significant event studied from past and place it correctly on a timeline.**
 | * *I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE & AD.*
* *I can tell the story of events within and across the time periods I have studied.*
* *I can identify specific changes within and across different periods over a long arc of development.*
 | * *I can make some detailed links between features of past societies and periods*
* *I can explain how history ‘fits together’ & events from one time period affect another.*
* *I can make detailed links between and across features of past societies and across different historical periods.*
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| **Knowledge and Understanding** *(past events, people and changes in the past)* |
| **Skills** | *Outcomes by End of UKS2* | *Greater Depth* |
| * **Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.**
* **Identifies how any of above may have changed during a time period.**
* **Gives own reasons why changes may have occurred, backed up with evidence.**
* **Shows identified changes on a timeline.**
* **Describes similarities and differences between some people, events and objects studied.**
* **Describes how some changes affect life today.**
* **Makes links between some features of past societies.**
 | * *I understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time.*
* *I can discuss trends over time.*
* *I can see the relationship between different periods and the legacy or impacts for me and my identity.*
 | * *I can describe and make links between events/changes and give reasons for and results of these events and changes.*
* *I can explain most of the causes and results, showing links between them.*
* *I may understand that there were different types of causes of an event.*
* *I may be able to suggest the most important cause or result.*
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| **Historical Interpretation** |
| **Skills** | *Outcomes by End of UKS2* | *Greater Depth* |
| * **Understands that the past has been represented in different ways.**
* **Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.**
* **Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.**
 | * *I can explain that the past can be represented or interpreted in many different ways.*
* *I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.*
 | * *I can suggest reasons for different interpretations of events, people and changes.*
* *I can describe and begin to explain different historical interpretations of events, people and changes*
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| **Historical Enquiry** |
| **Skills** | *Outcomes by End of UKS2* | *Greater Depth* |
| * **Identifies and uses different sources of information and artefacts.**
* **Evaluates the usefulness and accurateness of different sources of evidence.**
* **Selects the most appropriate source of evidence for particular tasks.**
* **Forms own opinions about historical events from a range of sources.**
 | * *I can devise my own historically valid questions.*
* *I know how our knowledge of the past is constructed from a range of sources. I carefully select and organise relevant historical information from a range of historical sources of information.*
 | * *I can judge the value of sources and identify those that are useful for answering a question.*
* *I may be able to identify and make detailed use sources of information to help me reach and support a conclusion.*
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| **Organisation and Communication** |
| **Skills** | *Outcomes by End of UKS2* | *Greater Depth* |
| * **Presents information in an organised and clearly structured way.**
* **Makes use of different ways of presenting information.**
* **Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).**
* **Makes accurate use of specific dates and terms.**
 | * *I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods eg. century, decade.*
 | * *I can select and organise information to produce structured written work that uses correct dates and terms.*
* *I can select, organise and arrange relevant information to produce structured written work that uses correct dates and terms.*
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| **History Assessment***Expected by End of Year 6* |
| **Chronological Understanding** | **Knowledge and Understanding***(past events, people and changes in the past)* |
| **Below Expectation** | **Above Expectation** | **Below Expectation** | **Above Expectation** |
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| **Historical Interpretation** | **Historical Enquiry** |
| **Below Expectation** | **Above Expectation** | **Below Expectation** | **Above Expectation** |
|  |  |  |  |
| **Organisation and Communication** |  |
| **Below Expectation** | **Above Expectation** |  |
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