

History Skills Year 5

Expected by End of Year 5

Chronological Understanding		
Skills	<i>Outcomes by End of UKS2</i>	<i>Greater Depth</i>
<ul style="list-style-type: none"> • Uses timelines to place and sequence local, national and international events. • Sequences historical periods. • Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. • Identifies changes within and across historical periods. 	<ul style="list-style-type: none"> • <i>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> • <i>I can tell the story of events within and across the time periods I have studied.</i> • <i>I can identify specific changes within and across different periods over a long arc of development.</i> 	<ul style="list-style-type: none"> • <i>I can make some detailed links between features of past societies and periods</i> • <i>I can explain how history ‘fits together’ & events from one time period affect another.</i> • <i>I can make detailed links between and across features of past societies and across different historical periods.</i>
Knowledge and Understanding <i>(past events, people and changes in the past)</i>		
Skills	<i>Outcomes by End of UKS2</i>	<i>Greater Depth</i>
<ul style="list-style-type: none"> • Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. • Gives some causes and consequences of the main events, situations and changes in the periods studied. • Identifies changes and links within and across the time periods studied. 	<ul style="list-style-type: none"> • <i>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> • <i>I can discuss trends over time.</i> • <i>I can see the relationship between different periods and the legacy or impacts for me and my identity.</i> 	<ul style="list-style-type: none"> • <i>I can describe and make links between events/changes and give reasons for and results of these events and changes.</i> • <i>I can explain most of the causes and results, showing links between them.</i> • <i>I may understand that there were different types of causes of an event.</i> • <i>I may be able to suggest the most important cause or result.</i>
Historical Interpretation		
Skills	<i>Outcomes by End of UKS2</i>	<i>Greater Depth</i>
<ul style="list-style-type: none"> • Looks at different versions of the same event and identifies differences in the accounts. • Gives clear reasons why there may be different accounts of history. • Knows that people (now and in past) can represent events or ideas in ways that persuade others 	<ul style="list-style-type: none"> • <i>I can explain that the past can be represented or interpreted in many different ways.</i> • <i>I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.</i> 	<ul style="list-style-type: none"> • <i>I can suggest reasons for different interpretations of events, people and changes.</i> • <i>I can describe and begin to explain different historical interpretations of events, people and changes.</i>

Historical Enquiry		
Skills	<i>Outcomes by End of UKS2</i>	<i>Greater Depth</i>
<ul style="list-style-type: none"> • Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Asks a range of questions about the past. • Chooses reliable sources of evidence to answer questions. • Realises that there is often not a single answer to historical questions. 	<ul style="list-style-type: none"> • <i>I can devise my own historically valid questions.</i> • <i>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> 	<ul style="list-style-type: none"> • <i>I can judge the value of sources and identify those that are useful for answering a question.</i> • <i>I may be able to identify and make detailed use sources of information to help me reach and support a conclusion.</i>
Organisation and Communication		
Skills	<i>Outcomes by End of UKS2</i>	<i>Greater Depth</i>
<ul style="list-style-type: none"> • Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. • Uses dates and terms accurately. • Chooses most appropriate way to present information to an audience 	<ul style="list-style-type: none"> • <i>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> 	<ul style="list-style-type: none"> • <i>I can select and organise information to produce structured written work that uses correct dates and terms.</i> • <i>I can select, organise and arrange relevant information to produce structured written work that uses correct dates and terms.</i>