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| **History Skills**  *Expected by End of Year 5* | | |
| **Chronological Understanding** | | |
| **Skills** | *Outcomes by End of UKS2* | *Greater Depth* |
| * **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.** | * *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.* |
| **Knowledge and Understanding** *(past events, people and changes in the past)* | | |
| **Skills** | *Outcomes by End of UKS2* | *Greater Depth* |
| * **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.** | * *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.* |
| **Historical Interpretation** | | |
| **Skills** | *Outcomes by End of UKS2* | *Greater Depth* |
| * **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** | * *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.* |
| **Historical Enquiry** | | |
| **Skills** | *Outcomes by End of UKS2* | *Greater Depth* |
| * **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.** | * *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.* |
| **Organisation and Communication** | | |
| **Skills** | *Outcomes by End of UKS2* | *Greater Depth* |
| * **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** | * *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 5* | | | |
| **Chronological Understanding** | | **Knowledge and Understanding**  *(past events, people and changes in the past)* | |
| **Below Expectation** | **Above Expectation** | **Below Expectation** | **Above Expectation** |
|  |  |  |  |
| **Historical Interpretation** | | **Historical Enquiry** | |
| **Below Expectation** | **Above Expectation** | **Below Expectation** | **Above Expectation** |
|  |  |  |  |
| **Organisation and Communication** | |  | |
| **Below Expectation** | **Above Expectation** |  | |
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