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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.*
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| **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.*
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| **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.*
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| **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** |
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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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