

Year 5	Below	Just below	Inline
HISTORICAL KNOWLEDGE			
Sequencing the past	<ul style="list-style-type: none"> Pupils are becoming more secure in their knowledge of chronology and are beginning to accurately place a range of historical events from around the world on a timeline. Pupils can draw their own timeline, and add to it as they learn about new periods of history using appropriate given dates, labels and terms. Pupils can use an increasing range of time adverbs to indicate periods of time accurately such as: decades, centuries, millennium etc. 	<ul style="list-style-type: none"> Pupils can sequence a few of the most significant events, objects, themes, societies, periods and people in UKS2 topics using some dates, period labels and terms. Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can sequences with growing independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms. Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline. Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history.
Constructing the past	<ul style="list-style-type: none"> Pupils can identify details from several themes, societies, events and significant people covered in local, national and global history. E.g. Identify some of the achievements made by the Anglo-Saxons. Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. Recall a number of details about the Mayans and their achievements. Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can understand some features associated with themes, societies, people and events. E.g. Understand aspects of life in Mayan times. Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
HISTORY CONCEPTS			
Change and development	<ul style="list-style-type: none"> Pupils can describe some similarities, differences and changes occurring within UKS2 topics. 	<ul style="list-style-type: none"> Pupils can make valid statements about the main similarities, differences and changes occurring within topics. . 	<ul style="list-style-type: none"> Pupils can provide valid reasons why some changes and developments were important within particular UKS2 topics.
Cause and effect	<ul style="list-style-type: none"> Pupils can describe some relevant causes for, an effects on, some of the key events and developments covered. E.g. Describe some reasons why conditions for children changed over time. 	<ul style="list-style-type: none"> Pupils can comment on the importance of causes and effects for some of the key events and developments within topics. E.g. Explain why some reasons were important in changing the nature of childhood during different historical periods. 	<ul style="list-style-type: none"> Pupils can place several valid causes and effects in an order of importance relating to events and developments. E.g. List several causes and place them in an order of importance as to why the Vikings came to Britain.
Significance and interpretations	<ul style="list-style-type: none"> Pupils can select what is most significant in a historical account. E.g. Describe in some detail some of the most significant features of Roman Britain. Pupils can provide a reason why two accounts of the same event might differ. E.g. Recognise and provide a reason why different people might have different views about Romans. 	<ul style="list-style-type: none"> Pupils can explain why some aspects of historical accounts, themes or periods are significant. E.g. Explain why Roman achievements were significant. Pupils can comment on a range of possible reasons for differences in a number of accounts. E.g. Explain how and why there were different viewpoints about Alfred the Great. 	<ul style="list-style-type: none"> Pupils can describe the significant issues in many of the topics covered. E.g. Describe several of the most successful achievements of the Mayans. Pupils can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics. E.g. Recognise several different representations and interpretations about Sparta.
HISTORICAL ENQUIRY			

<p>Questioning, planning and carrying out a historical enquiry</p>	<ul style="list-style-type: none"> Pupils can ask valid questions for enquiries and answer using a number of sources. E.g. Produce a plan for investigating a local Victorian and use a few different sources to produce a biography. 	<ul style="list-style-type: none"> Pupils can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources. 	<ul style="list-style-type: none"> Pupils can reach a valid conclusion based on devising and answering questions relating to a historical enquiry. E.g. Investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry.
<p>Using sources as evidence</p>	<ul style="list-style-type: none"> Pupils can understand how sources can be used to answer a range of historical questions. E.g. Describe how particular sources help provide evidence about different periods of childhood. 	<ul style="list-style-type: none"> Pupils can recognise possible uses of a range of sources for answering historical enquiries. E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods. 	<ul style="list-style-type: none"> Pupils can accept and reject sources based on valid criteria when carrying out particular enquiries. E.g. Ask questions about the usefulness and reliability of sources relating to the locality during the Second World War.

Year 5	Greater depth
HISTORICAL KNOWLEDGE	
Sequencing the past	•
Constructing the past	•
HISTORY CONCEPTS	
Change and development	•
Cause and effect	
Significance and interpretations	•
HISTORICAL ENQUIRY	
Questioning, planning and carrying out a historical enquiry	•
Using sources as evidence	•