

Year 6	Below	Just below	Inline
HISTORICAL KNOWLEDGE			
Sequencing the past	<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. 	<ul style="list-style-type: none"> Pupils can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. E.g. Select from a range of materials, sequence using appropriate labels and dates (such as Classical') many of the main Ancient Greek developments, people and events. Pupils can draw their own timeline, deciding on 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 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. 	<ul style="list-style-type: none"> Pupils can provide overviews of most significant features of different themes, individuals, societies and events covered. Pupils can remember and use a range of names and words from the areas they have studied over the years Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand a range of 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 provide valid reasons why some changes and developments were important within particular UKS2 topics. 	<ul style="list-style-type: none"> Pupil can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. E.g. Provide some similarities and differences affecting different forms of communication.
Cause and effect	<ul style="list-style-type: none"> Pupils can describe some relevant causes/effects for 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 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. 	<ul style="list-style-type: none"> Pupils can explain the role and significance of different causes and effects of a range of events and developments. E.g. Explain how and why the Vikings were such successful travellers and how important this was in their success.
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 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 	<ul style="list-style-type: none"> Pupils can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. Critically evaluate the significance of the achievements and legacy of the Anglo-Saxons. Pupils can explain how and why it is possible to have different interpretations of the same event or

		<i>different representations and interpretations about Sparta.</i>	person. E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.
HISTORICAL ENQUIRY			
Questioning, planning and carrying out a historical enquiry	<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 reach a valid conclusion based on devising and answering questions relating to a historical enquiry. E.g. <i>Investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry.</i> 	<ul style="list-style-type: none"> Pupils can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.
Using sources as evidence	<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 accept and reject sources based on valid criteria when carrying out particular enquiries. E.g. <i>Ask questions about the usefulness and reliability of sources relating to the locality during the Second World War.</i> 	<ul style="list-style-type: none"> Pupils can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. E.g. Select evidence that supports their judgements of how the war affected the local area.

Year 6	Greater depth
HISTORICAL KNOWLEDGE	
Sequencing the past	<ul style="list-style-type: none"> Pupils can explain independently the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately. <i>E.g. Explain variations in Greek life in different places and over time using a range of dates and period labels.</i>
Constructing the past	<ul style="list-style-type: none"> Pupils can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, e.g. explain different dimensions and characteristics. <i>E.g. Show evidence of understanding the variety of social, economic, cultural and political aspects of the Mayan civilisation.</i>
HISTORY CONCEPTS	
Change and development	<ul style="list-style-type: none"> Pupils can compare independently how typical similarities, differences and changes were. <i>E.g. Identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time.</i>
Cause and effect	<ul style="list-style-type: none"> Pupils can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects.
Significance and interpretations	<ul style="list-style-type: none"> Pupils can compare the significance of events, development and people across topics and time periods. <i>E.g. Explain which period of Ancient Greek history was the most important, giving reasons for their choice.</i> Pupils can understand and explain the nature and reasons for different interpretations in a range of topics. <i>E.g. Recognise and explain how and why there could be different interpretations about Athenian society.</i>
HISTORICAL ENQUIRY	
Questioning, planning and carrying out a historical enquiry	<ul style="list-style-type: none"> Pupils can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses. <i>E.g. Plan independently an investigation into the successes and failures of WW2 and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines, reconstructions.</i>
Using sources as evidence	<ul style="list-style-type: none"> Pupils can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. <i>E.g. Recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, e.g. why the source was produced, the reliability of the author.</i>