



History end of year expectations – Year 5 All, Most and Some

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| <p><b>A – Chronological Awareness</b></p>                          | <p>A1 I can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.</p> <p>ALL: I can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.<br/> <b>MOST: I can explain a variety of influences, both on the world from Britain and vice versa.</b><br/> <b>SOME: I can make and explain my own judgments about influences, both on the world from Britain and vice versa.</b></p> <p>A2 I can describe, compare and contrast different periods from the past, making links to periods studied in previous years.</p> <p>ALL: I can describe, compare and contrast different periods from the past.<br/> <b>MOST: I can describe, compare and contrast different periods from the past, independently making links to periods studied in previous years.</b><br/> <b>SOME: I can suggest possible reasons for continuity and change between periods from the past.</b></p> <p>A3 ALL: I can place historical events or change on a timeline.</p> |
| <p><b>B – Knowledge and Understanding</b></p>                      | <p>B1 I can choose reliable sources of information about the past.</p> <p>ALL: I understand that some sources of information are more reliable than others.<br/> <b>MOST: I can choose reliable sources of information about the past.</b><br/> <b>SOME: I can explain, with justification, why some sources are more reliable than others.</b></p> <p>B2 I can give my own reasons why an event occurred backed up by evidence eg the reformation of the Church.</p> <p>ALL: I can outline various reasons for why an event occurred.<br/> <b>MOST: I can give a variety of reasons for why an event occurred and support my explanations with evidence.</b><br/> <b>SOME: I can examine and rank the significance of a variety of reasons for why an event occurred.</b></p> <p>B3 I can describe how events in the past have influenced life today.</p>   |
| <p><b>C – Organise, Evaluate and Communication Information</b></p> | <p>C1 I can begin to make use of dates and specialist terms to structure my work.</p> <p>C2 I can evaluate sources and identify those that are useful to the task.<br/> <b>ALL: I identify sources that are useful to a task.</b><br/> <b>MOST: I can evaluate sources based on their reliability.</b><br/> <b>SOME: I can justify my evaluations of sources based on their reliability.</b></p> <p>C3 I can plan and present a self-directed project about the studied period.</p>  |
| <p><b>D- Historical Understanding</b></p>                          | <p>D1 I can understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past.<br/> <b>ALL: I can ask questions about the past.</b><br/> <b>MOST: I can ask questions about the past based on connections, contrasts and trends that I have noticed.</b><br/> <b>SOME: I can explain connections, and possible reasons for contrasts and trends.</b></p>  |
| <p><b>E – Historical Enquiry</b></p>                               | <p>E1 I know that there is often not a single answer to historical questions.</p> <p>E2 I can begin to recognise primary and secondary sources.<br/> <b>ALL: I understand the difference between primary and secondary sources of information.</b><br/> <b>MOST: I know some advantages and disadvantages to primary and secondary sources.</b><br/> <b>SOME: I can consider the reliability and validity of primary and secondary sources.</b></p> <p>E3 I can research a topic from the past with increasing confidence.</p>   |