



History end of year expectations – Year 6 All, Most and Some

A – Chronological Awareness	<p>A1 I can make appropriate use of dates and specialist terms.</p> <p>A2 I can order significant events, movements and dates on a timeline. ALL: I can identify significant events. Movements and dates on a timeline. MOST: I can order significant events, movements and dates on a timeline. SOME: I can make links between significant events, movements and dates on a timeline.</p> <p>A3 I can understand how some historical events occurred concurrently in different locations.</p> <p>A4 I can identify, describe, compare and contrast features and make links between past societies and periods. ALL: I can identify and describe similarities between within and between periods of history. MOST: I can identify, describe, compare and contrast features and make links between past societies and periods. SOME: I can explain possible reasons for continuity and change across past societies and periods.</p>
B – Knowledge and Understanding	<p>B1 I can draw on my depth of factual knowledge and understanding of Britain and the wider world.</p> <p>B2 I can choose reliable sources of information. ALL: I can choose the most reliable sources of information. MOST: I can explain my choices of reliable sources of information. SOME: I can comment on specific values and limitations of sources of information.</p> <p>B3 I can identify and analyse significant events and catalysts for change in Britain and the wider world eg start of WW2, Industrial Revolution. ALL: I can identify significant events and catalysts for change in Britain and the wider world. MOST: I can analyse significant events and catalysts for change in Britain and the wider world. SOME: I can examine, and rank with justification, multiple events and turning points.</p> <p>B4 I can describe the impact, positive and negative, and influence of significant historical figures, events and periods.</p>
C – Organise, Evaluate and Communication Information	<p>C1 I can understand the methods of historical enquiry, including how evidence is used and discover how and why contrasting arguments and interpretations of the past have been constructed. ALL: I can use sources to form historically valid questions and construct informed responses. MOST: I can thoughtfully select and organise relevant historical information to construct informed responses. SOME: I can critique contrasting arguments and interpretations of the past, and use sources to construct my own informed responses.</p>
D- Historical Understanding	<p>D1 I can use historical concepts to create my own structured accounts, including written narratives and analysis.</p>
E – Historical Enquiry	<p>E1 I can investigate my own lines of enquiry by posing a question and pulling together a variety of sources to create a fluent account of a past event.</p> <p>E2 I recognise primary and secondary sources and discuss reliability of the sources with increasing detail. ALL: I can sort sources into primary and secondary. MOST: I can consider the reliability and validity of primary and secondary sources. SOME: I can discuss in detail advantages and disadvantages of primary and secondary sources, making reference to specific sources.</p>