



History end of year expectations – Year 6 All, Most and Some	
<p>A – Chronological Awareness</p>	<p>A1 I can make appropriate use of dates and specialist terms. ALL: I know dates and specialist terms MOST: I can make appropriate use of dates and specialist terms SOME: I can link appropriate dates and specialist terms</p> <p>A2 I can order 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>
<p>B – Knowledge and Understanding</p>	<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. ALL: I can understand the impact, positive and negative, and influence of significant historical figures, events and periods. MOST: I can describe the impact, positive and negative, and influence of significant historical figures, events and periods. SOME: I can compare the impact positive and negative, and influence of significant historical figures, events and periods.</p>
<p>C – Organise, Evaluate and Communication Information</p>	<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>
<p>D- Historical Understanding</p>	<p>D1 I can use historical concepts to create my own structured accounts, including written narratives and analysis. ALL: I am aware of historical concepts MOST: I can use historical concepts to create my own structured accounts, including written narratives and analysis. SOME: I can interpret historical concepts within my own structured accounts, including written narratives and analysis.</p>
<p>E – Historical Enquiry</p>	<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. ALL: I can investigate my own line of enquiry, using resources given to create a fluent account of a past event. MOST: 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>



SOME: I can investigate my own lines of enquiry by posing a question and pulling together a variety of sources, creating a contrasting account.

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.