



History end of year expectations – Year 6 All, Most and Some	
<b>A – Chronological Awareness</b>	<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. <b>ALL: I can identify significant events. Movements and dates on a timeline.</b> MOST: I can order significant events, movements and dates on a timeline. <b>SOME: I can make links between significant events, movements and dates on a timeline.</b></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. <b>ALL: I can identify and describe similarities between within and between periods of history.</b> MOST: I can identify, describe, compare and contrast features and make links between past societies and periods. <b>SOME: I can explain possible reasons for continuity and change across past societies and periods.</b></p>
<b>B – Knowledge and Understanding</b>	<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. <b>ALL: I can choose the most reliable sources of information.</b> <b>MOST: I can explain my choices of reliable sources of information.</b> <b>SOME: I can comment on specific values and limitations of sources of information.</b></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. <b>ALL: I can identify significant events and catalysts for change in Britain and the wider world.</b> <b>MOST: I can analyse significant events and catalysts for change in Britain and the wider world.</b> <b>SOME: I can examine, and rank with justification, multiple events and turning points.</b></p> <p>B4 I can describe the impact, positive and negative, and influence of significant historical figures, events and periods.</p>
<b>C – Organise, Evaluate and Communication Information</b>	<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. <b>ALL: I can use sources to form historically valid questions and construct informed responses.</b> <b>MOST: I can thoughtfully select and organise relevant historical information to construct informed responses.</b> <b>SOME: I can critique contrasting arguments and interpretations of the past, and use sources to construct my own informed responses.</b></p>
<b>D- Historical Understanding</b>	<p>D1 I can use historical concepts to create my own structured accounts, including written narratives and analysis.</p>
<b>E – Historical Enquiry</b>	<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. <b>ALL: I can sort sources into primary and secondary.</b> <b>MOST: I can consider the reliability and validity of primary and secondary sources.</b> <b>SOME: I can discuss in detail advantages and disadvantages of primary and secondary sources, making reference to specific sources.</b></p>