# History : Years 5 & 6

| | | | WTS | Meeting | Exceeding |
|---|---|---|---|---|---|
| Historical Knowledge | 1. Constructing the past | H.2.1.5. Establish clear narratives within and across the periods they study.<br>Note connections, contrasts and trends over time.<br>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | H.2.1.6. The child can understand some features associated with themes, societies, people and events. | H.2.1.7. The child can provide overviews of the most significant features of different themes, individuals, societies and events covered. | H.2.1.8. The child can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics. |
| | 2. Sequencing the past | H.2.2.5. Develop chronologically secure knowledge and understanding of British, local and world history. | H.2.2.6. The child can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms. | H.2.2.7. The child 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. | H.2.2.8. The child can explain independently the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately. |
| History Concepts | 3. Change and development | H.2.3.5. Address and devise historically valid questions about change, similarity and difference.<br>Note connections, contrasts and trends over time. | H.2.3.6. The child can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics. | H.2.3.7. The child 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. | H.2.3.8. The child can compare independently how typical similarities, differences and changes were. |
| | 4. Cause and effect | H.2.4.5. Address and devise historically valid questions about cause. | H.2.4.6. The child can place several valid causes and effects in an order of importance relating to events and developments. | H.2.4.7. The child can explain the role and significance of different causes and effects of a range of events and developments. | H.2.4.8. The child can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects. |
| | 5. Significance and interpretations. | H.2.5.5. Address and devise historically valid questions about significance. | H.2.5.7.a. The child can describe the significant issues in many of the topics covered. | H.2.5.8.a. The child can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. | H.2.5.9.a. The child can compare the significance of events, development and people across topics and time periods. |
| | | H.2.5.6. Understand how our knowledge of the past is constructed from a range of sources. | H.2.5.7.b. The child can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics. | H.2.5.8.b. The child can explain how and why it is possible to have different interpretations of the same event or person. | H.2.5.9.b. The child can understand and explain the nature and reasons for different interpretations in a range of topics. |
| Historical Enquiry | 6. Planning and carrying out a historical enquiry | H.2.6.5. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. | H.2.6.6. The child can reach a valid conclusion based on devising and answering questions relating to a historical enquiry. | H.2.6.7. The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. | H.2.6.8. The child 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. |
| | 6. Planning and carrying out a historical enquiry | H.2.7.5. Understand how our knowledge of the past is constructed from a range of sources. | H.2.7.6. The child can accept and reject sources based on valid criteria when carrying out particular enquiries. | H.2.7.7. The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. | H.2.7.8. The child can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. |
| Teacher assessment of children within each area: | | | | All children are assumed to be meeting the above targets, unless their name is listed in WTS or Exceeding areas. | |