

HISTORY Year 6	Entering	Developing	Secure
Chronological understanding	<ul style="list-style-type: none"> • Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline • Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history • Pupils can compare historical periods, identifying a number of similarities between them and begin to consider why this is • Pupils can compare historical periods, identifying differences between them • Pupils are beginning to identify trends over time, identifying how ideas have been continued/ developed 	<ul style="list-style-type: none"> • Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline • Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history • Pupils can compare a range of historical periods, identifying a number of similarities between them and think of why this is • Pupils can compare a range of historical periods, identifying differences between them • Pupils can identify some trends over time, identifying how ideas have been continued/ developed 	<ul style="list-style-type: none"> • Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline • Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history • Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is • Pupils can compare a range of historical periods, identifying differences between them • Pupils can identify trends over time, identifying how ideas have been continued/ developed
Vocabulary	<ul style="list-style-type: none"> • Pupils can remember and use some names and words from the areas they have studied over the years • Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> • Pupils can remember and use names and words from the areas they have studied over the years • Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> • Pupils can remember and use a range of names and words from the areas they have studied over the years • Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Questioning	<ul style="list-style-type: none"> • Pupils can ask questions, creating questions that develop understanding • Pupils can challenge sources of information • Pupils begin to make purposeful decisions about information to include when forming responses to questions • Pupils begin to organise information purposefully when responding to or asking questions 	<ul style="list-style-type: none"> • Pupils can ask questions, creating questions that develop understanding about change, cause and significance • Pupils can challenge sources, questioning the validity of these • Pupils can make purposeful decisions about information to include when forming responses to questions • Pupils can organise information purposefully when responding to or asking questions 	<ul style="list-style-type: none"> • Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance • Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda • Pupils can purposefully select information when forming responses to questions • Pupils can organise information purposefully when responding to or asking questions
Knowledge	<ul style="list-style-type: none"> • Pupils show knowledge about historical events, from local history to world history • Pupils show an understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. 	<ul style="list-style-type: none"> • Pupils have a strong knowledge about historical events, from local history to world history • Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. 	<ul style="list-style-type: none"> • Pupils have a wide ranging knowledge about historical events, from local history to world history • Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.