

## End of year Expectations for History

### Year 5

Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
<ul style="list-style-type: none"> <li>• Use dates and appropriate historical terms to sequence events and periods of time.</li> <li>• Identify where people, places and periods of time fit into a chronological framework.</li> <li>• Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</li> <li>• Describe aspects of the Viking and Anglo- Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</li> <li>• Describe key aspects of a non-European society such as the early Islamic civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</li> <li>• Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>• Evaluate sources and make simple inferences.</li> <li>• Choose relevant sources of evidence to support particular lines of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and debate historical issues.</li> <li>• Use appropriate vocabulary when discussing and describing historical events.</li> <li>• Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</li> <li>• Choose relevant ways to communicate historical findings.</li> </ul>

### Year 6

Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
<ul style="list-style-type: none"> <li>• Use dates and a wide range of historical terms when sequencing events and periods of time.</li> <li>• Develop chronologically secure knowledge of the events and periods of time studied.</li> <li>• Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of a non-European society such as the Mayans.</li> <li>• Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly address and sometimes devise historically valid questions and hypotheses.</li> <li>• Give some reasons for contrasting arguments and interpretations of the past.</li> <li>• Describe the impact of historical events and changes.</li> <li>• Recognise that some events, people and changes are judged as more significant than others.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</li> <li>• Use appropriate vocabulary when discussing, describing and explaining historical events.</li> <li>• Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</li> <li>• Choose the most appropriate way of communicating different historical findings.</li> </ul>