

# Year 6 History Progression

| Objective                    | What to look for (Working towards)                                                                                                                                                                                                                                                                  | What to look for (Meeting expectations)                                                                                                                                                                                                                                                                                                                                             | What to look for (Exceeding expectations)                                                                                                                                                                                                                                                                                                                     |
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| <b>Constructing the past</b> |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                               |
|                              | H.2.1.6. The child can understand some features associated with <b>themes</b> , societies, people and <b>events</b> .<br><i>E.g. Understand aspects of life in Mayan times.</i>                                                                                                                     | H.2.1.7. The child can provide <b>overviews</b> of the most significant features of different <b>themes</b> , individuals, societies and <b>events</b> covered. <i>E.g. Give a summary of the main features of Mayan society.</i>                                                                                                                                                   | H.2.1.8. The child can show a detailed awareness of the <b>themes</b> , <b>events</b> , societies and people covered across the Upper Key Stage 2 topics, e.g. explain different <b>dimensions</b> and characteristics. <i>E.g. Show evidence of understanding the variety of social, economic, cultural and political aspects of the Mayan civilisation.</i> |
| <b>Sequencing the past</b>   |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                               |
|                              | H.2.2.6. The child can sequence with some independence many of the significant <b>events</b> , societies and people within topics covered using appropriate dates, period labels and terms. <i>E.g. Place many of the important Greek developments, people and events on an annotated timeline.</i> | H.2.2.7. The child can sequence with independence the key <b>events</b> , objects, <b>themes</b> , societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. <i>E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events.</i> | H.2.2.8. The child can explain <b>independently</b> the sequence of key <b>events</b> , objects, <b>themes</b> , societies and people in topics covered using dates, period labels and terms accurately. <i>E.g. Explain variations in Greek life in different places and over time using a range of dates and period labels.</i>                             |

## Change and development

H.2.3.6. The child can provide valid reasons why some **changes and developments** were important within particular Upper Key Stage 2 topics. *E.g. Decide why one change in communication is of particular importance.*

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. *E.g. Provide some similarities and differences affecting different forms of communication.*

H.2.3.8. The child can compare **independently** how **typical** similarities, differences and changes were. *E.g. Identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time.*

## Cause and effect

H.2.4.6. The child can place several valid **causes and effects** in an order of importance relating to **events** and developments. *E.g. List several causes and place them in an order of importance as to why the Vikings came to Britain.*

H.2.4.7. The child can explain the role and significance of different **causes and effects** of a range of **events** and developments. *E.g. Explain how and why the Vikings were such successful travellers and how important this was in their success.*

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. *E.g. Recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural.*

## Significance and interpretations

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|  | H.2.5.7.a. The child can describe the significant issues in many of the topics covered. <i>E.g. Describe several of the most successful achievements of Ancient Greece.</i>                                                                       | H.2.5.8.a. The child can explain reasons why particular aspects of a historical <b>event</b> , development, society or person were of particular significance. <i>E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.</i> | H.2.5.9.a. The child can compare the significance of <b>events</b> , development and people across topics and <b>time periods</b> . <i>E.g. Explain which period of Ancient Greek history was the most important, giving reasons for their choice.</i> |
|  | H.2.5.7.b. The child can identify different interpretations for <b>events</b> , developments and people covered in a range of Upper Key Stage 2 topics. <i>E.g. Recognise several different representations and interpretations about Sparta.</i> | H.2.5.8.b. The child can explain how and why it is possible to have different interpretations of the same <b>event</b> or person. <i>E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.</i>             | H.2.5.9.b. The child can understand and explain the nature and reasons for different interpretations in a range of topics. <i>E.g. Recognise and explain how and why there could be different interpretations about Athenian society.</i>              |

## Planning and carrying out a historical enquiry

H.2.6.6. The child can reach a valid conclusion based on devising and answering questions relating to a **historical enquiry**. *E.g. Investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an 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. *E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.*

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. *E.g. Plan independently an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines, reconstructions.*

## Using sources as evidence

H.2.7.6. The child can accept and reject sources based on valid criteria when carrying out particular enquiries. *E.g. Ask questions about the usefulness and reliability of sources relating to the locality during the Second World War.*

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. *E.g. Select evidence that supports their judgements of how the war affected the local area.*

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. *E.g. Recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, e.g. why the source was produced, the reliability of the author.*