

Year 5 History Progression

Objective	What to look for (Working towards)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)
Constructing the past			
	H.2.1.6. The child is beginning to understand some features associated with themes, societies, people and events. E.g. Understand aspects of life in Mayan times.	H.2.1.6. The child can understand some features associated with themes, societies, people and events. E.g. Understand aspects of life in Mayan times.	H.2.1.7. The child can provide overviews of the most significant features of different themes, individuals, societies and events covered. E.g. Give a summary of the main features of Mayan society.
Sequencing the past			
	H.2.2.6. The child is beginning to sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms. E.g. Place many of the important Greek developments, people and events on an annotated timeline.	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. E.g. Place many of the important Greek developments, people and events on an annotated timeline.	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. 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.
Change and development			
	H.2.3.6. The child is beginning to 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.2.3.6. 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.

Cause and effect

H.2.4.6. The child **is beginning to** 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.

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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.

Significance and interpretations

H.2.5.7.a. The child **is beginning to** describe the significant issues in many of the topics covered. E.g. Describe several of the most successful achievements of Ancient Greece.

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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. E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.

H.2.5.7.b. The child **is beginning to** identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics. E.g. Recognise several different representations and interpretations about Sparta.

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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. E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.

Planning and carrying out a historical enquiry

H.2.6.6. The child **is beginning to** 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

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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

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Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry.

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success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.

Using sources as evidence

H.2.7.6. The child **is beginning to** 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.

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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.