



Year 5 History

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

	Key Performance Indicators	Age Related Expectations
To investigate and interpret the past	<ul style="list-style-type: none"> - Pupils state facts from one or more source to enable them to retell an event. - Pupils find some useful evidence from the past to support an idea or theory. - Pupils begin to explain why a source of evidence may not tell the full story or may be biased or inaccurate. - This will help them choose more appropriate sources for their enquiry. 	<p>A pupil can retell the story of an historical event using accurate facts based on their reading.</p> <p>A pupil is beginning to express ideas about the past using reasoning based on historical evidence.</p> <p>A pupil can explain that a source may be one-sided, inaccurate or deliberately biased.</p>
To build an overview of world history	<ul style="list-style-type: none"> - Pupils describe how the local area has changed over time. - Pupils begin to compare and contrast different historical eras studied. - Pupils describe a past society in the wider world. - They can describe the features of an era or society based on the life of the family. 	<p>A pupil can use evidence to show how the school and local area has changed and begin to offer reasons for the changes.</p> <p>A pupil can describe similarities and differences between periods of history that they have studied.</p> <p>A pupil describes a past society: such as social, cultural and religious details. Pupils use the experiences of men, women and children to explain the typical features of an era.</p>
To understand chronology	<ul style="list-style-type: none"> - Pupils can organise events on a prepared timeline. - Pupils describe some of the main changes in a period of history. - Pupils can give an example of rapid change and slow change in an era with comparisons. - Pupils use the correct dates and historical terms, with support from resources. 	<p>A pupil can use a timeline to organise events and can add further details.</p> <p>A pupil is beginning to use terms (such as social, political, religious) when describing changes over time.</p> <p>A pupil gives an example of rapid and slow changes in an era and begins to contrast them.</p> <p>Throughout their enquiry, a pupil uses resources to be accurate with dates and vocabulary.</p>
To communicate historically	<ul style="list-style-type: none"> - Pupils can organise events on a prepared timeline. - Pupils describe some of the main changes in a period of history. - Pupils can give an example of rapid change and slow change in an era with comparisons. - Pupils use the correct dates and historical terms, with support from resources. - Pupils use appropriate historical words and dates in their work. - They use literacy, numeracy and computing skills. - Pupils begin to present findings in more original ways. 	<p>A pupil takes care to present their work accurately using fitting historical terms.</p> <p>A pupil can use literacy, numeracy and computing skills appropriately.</p> <p>A pupil can present their work in an original way, eg. drama or a play script.</p>