



Year 6 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 can use sources of evidence to state facts about the past. They can explain why they chose those sources. - Pupils find useful evidence from the past to support an idea or theory. - Pupils 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 to analyse and justify their ideas about the past. 	<p>A pupil can retell the story of an historical event using accurate facts based on a small selection of evidence.</p> <p>A pupil gives reasons for the choice of sources.</p> <p>A pupil can 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, e.g. propaganda.</p> <p>A pupil is beginning to pick out the better sources of evidence to use.</p>
To build an overview of world history	<ul style="list-style-type: none"> - Pupils can explain how the local area has changed over time with reasons. - Pupils compare different historical eras they have studied in Britain, making comparisons to other parts of the world. - Pupils explore a past society in the wider world, including all aspects of society and people. 	<p>A pupil can use evidence to show how the school and local area has changed and offers 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 can describe the social, ethnic, cultural or religious diversity of a past society.</p> <p>A pupil can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
To understand chronology	<ul style="list-style-type: none"> - Pupils can arrange events in order and draw an appropriate timeline, including examples of evidence. - Pupils can describe some of the main changes in a period of history, using the correct historical terms. - Pupils can recognise times of rapid change and slow change. 	<p>A pupil can use a timeline to organise events and can add further details.</p> <p>A pupil can describe the main changes in a period of history.</p> <p>Words, such as social, religious, political, technological, cultural, are used appropriately.</p> <p>A pupil uses a range of resources to be accurate with dates and vocabulary.</p> <p>A pupil identifies a time of rapid change and compares it to a time of little change.</p>
To communicate historically	<ul style="list-style-type: none"> - Pupils take care to clearly present information using appropriate historical words and terms. - Pupils use literacy, numeracy and computing skills to present information. - Pupils explore ways to present findings in an accurate, yet more original manner. 	<p>A pupil uses appropriate words in their work, such as: dates, time period, era, century, decade, change, chronology, continuity, and legacy.</p> <p>Literacy, numeracy and computing skills are used accurately and appropriately.</p> <p>A pupil can choose from a selection of suggestions to present information and may adapt an idea to be more original.</p>