



## **Year 5 and Year 6 End of Year History Expectations**

### **2017 to 2018 Second Cycle**

#### **Working at the Expected Standard (EXP):**

*Pupil(s) are confidently and independently able to apply their knowledge:*

- To 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.
- To 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.
- To 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.
- To 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.
- To 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.



## **Year 5 and Year 6 End of Year History Expectations**

### **2018 to 2019 First Cycle**

#### **Working at the Expected Standard (EXP):**

*Pupil(s) are confidently and independently able to apply their knowledge:*

- To be able to 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.
  - To 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.
  - To 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.
  - To understand historical concepts such as similarity, difference and significance, and use them to make connections, draw contrast and frame historically valid questions.
- 