



 <b>Upper KS2 History</b>		 <b>Uni-structural</b>	 <b>Multi-structural</b>	 <b>Relational</b>	 <b>Extended Abstract</b>
History Skills		Emerging	Developing	Secure	Exceeding
Historical Knowledge	<b>Constructing the past</b> <ul style="list-style-type: none"> <li>Establish clear narratives within and across the periods they study.</li> <li>Note connections, contrasts and trends over time.</li> <li>Combine overview and depth studies to support understanding of both the long arc of development and the complexity of specific aspects of the content.</li> </ul>	<b>Recall</b> factual information about a period in the past.	<b>Research</b> and <b>describe</b> different aspects of the lives of different people (men/women, rulers/subjects), events and themes.  <i>E.g. <b>outline</b> aspects of Tudor life</i>	<b>Examine</b> and <b>analyse</b> events and themes, as well as the beliefs, behaviour and characteristics of people, <b>recognising</b> differences in views and feelings.  <i>E.g. <b>summarise</b> the main features of Tudor Britain.</i>	<b>Elaborate</b> on factual knowledge when describing past societies and periods and <b>make links</b> between them.  <i>E.g. <b>prove</b> understanding of the variety of social, economic, cultural and political aspects of Tudor Britain using evidence.</i>
	<b>Sequencing the past</b> <ul style="list-style-type: none"> <li>Develop chronologically secure knowledge and understanding of British, local and world history.</li> </ul>	<b>Order</b> events, people and objects on a timeline.	<b>Place</b> events, people and changes into correct periods of time.  <i>E.g. <b>place</b> many of the important Greek developments, people and events on an annotated timeline.</i>	<b>Sequence</b> a number of the most significant events, objects, societies, periods and people using some dates, period labels and terms  <i>E.g. <b>order</b> the main Ancient Greek developments, people and events.</i>	<b>Map</b> the current area of study on a timeline in relation to other studies.  <i>E.g. <b>explain</b> variations in Greek life in different places and over time using a range of dates and period labels.</i>
History Concepts	<b>Change and development:</b> <ul style="list-style-type: none"> <li>Address and devise historically valid questions about change, similarity and difference.</li> <li>Note connections, contrasts and trends over time.</li> </ul>	<b>Identify</b> similarities and difference within a topic.	<b>Provide</b> valid reasons why some changes and developments were important within a topic.  <i>E.g. <b>decide</b> whether the experiences of children during the Second World War were of particular importance.</i>	<b>Compare</b> similarities, differences and changes within and across topics, in terms of importance, progress or the type and nature of the change.  <i>E.g. <b>provide</b> some similarities and differences affecting the experiences of children in the Second World War.</i>	<b>Evaluate</b> how typical similarities, differences and changes were within and across topics.  <i>E.g. <b>identify</b> and <b>explain</b> whether some experiences of children in the Second World War were exceptional.</i>
	<b>Cause and effect</b> <ul style="list-style-type: none"> <li>Address and devise historically valid questions about cause and effect.</li> </ul>	<b>Describe</b> the causes and effects of some of the key events in history.	<b>Identify</b> and <b>describe</b> the reasons for and results of historical events, situations and changes within and across different periods. <b>Explain</b> the	<b>Identify</b> and <b>analyse</b> the reasons for and results of historical events, situations and changes in the periods	<b>Elaborate</b> on factual knowledge about the different types of causes and effects for most of the events

			<p>relative importance of causes and effects.</p> <p><i>E.g. explain how and why the Spanish Armada was defeated.</i></p>	<p>and societies studied, and <b>rank</b> them in order of significance with reasons.</p> <p><i>E.g. list several causes and place them in an order of importance as to why the Spanish sent ships to invade England.</i></p>	<p>covered, including longer- and shorter-term aspects.</p> <p><i>E.g. recognise and explain different causes and effects of the Spanish sending the Armada to invade England, such as economic, political and religious reasons.</i></p> <p>Use evidence to <b>hypothesise</b> about the reasons for historical events, situations and the actions of individuals.</p>
	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Address and devise historically valid questions about significance.</li> </ul>	<p><b>Select</b> what is most significant in a historical account.</p>	<p><b>Select</b> and <b>describe</b> the significant issues within a time period.</p> <p><i>E.g. <b>describe</b> several of the most successful achievements of Ancient Greece.</i></p>	<p><b>Distinguish</b> why aspects of an historical event, development, society or person were of particular significance.</p> <p><i>E.g. critically <b>examine</b> the significance of the achievements and legacy of the Ancient Greeks.</i></p> <p>Use factual knowledge to describe past societies, periods and events, <b>making connections</b> between them.</p>	<p><b>Judge</b> and <b>justify</b> why a historical topic, event or person was distinctive or significant in comparison to another, across topics and time periods.</p> <p><i>E.g. <b>appreciate</b> which period of Ancient Greek history was the most important, giving reasons for their choice.</i></p>

Historical Enquiry	<b>Planning and carrying out a historical enquiry:</b> <ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation.</li> <li>Develop appropriate use of historical terms.</li> </ul>	<b>Answer</b> an historical question drawing information from a source.	<b>Reach</b> a valid conclusion based on <b>devising</b> and <b>answering</b> questions relating to an historical enquiry  <i>E.g. <b>investigate</b> the lives of ordinary Elizabethans from several sources and reach a conclusion at the end of an enquiry.</i>	<b>Plan</b> and <b>investigate</b> an enquiry (including devising a range of historically valid questions), and <b>produce</b> a valid and substantiated conclusion.  <i>E.g. <b>pose</b> a series of questions to investigate the lives of ordinary people in Elizabethan times, <b>select</b> appropriate evidence and <b>use</b> this to produce a valid conclusion.</i>	<b>Formulate</b> and <b>create</b> quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication.  <i>E.g. <b>plan</b> an investigation into the quality of life for ordinary people in Elizabethan times and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines and reconstructions.</i>
	<b>Interpretation and using sources as evidence</b> <ul style="list-style-type: none"> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<b>Identify</b> how the past has been represented in an account.  <b>Use</b> a source to answer historical enquiries.	<b>Identify</b> primary and secondary sources.  <b>Recognise</b> different interpretations for events, developments and people, and provide a reason why two accounts may differ.  <b>Accept</b> and <b>reject</b> sources based on valid criteria when carrying out enquiries.  <b>Use</b> evidence collected, from more than one source, to build up a picture of life in the time studied.  <i>E.g. <b>question</b> the usefulness and reliability of sources relating to the locality during the Second World War.</i>	<b>Recognise</b> and <b>interpret</b> primary and secondary sources, and <b>analyse</b> a range of both to find out about an aspect of the past.  <b>Justify</b> how and why it is possible to have different interpretations of the same event or person.  <b>Appraise</b> the value of a range of different types of resources for enquiries, including extended enquiries.  <b>Select</b> and <b>combine</b> relevant information from different sources, and <b>apply</b> evidence to build up a picture of life in the time studied.  <i>E.g. <b>select</b> evidence that supports a judgement of how the war affected the local area.</i>	<b>Evaluate</b> the usefulness of primary and secondary sources and <b>consider</b> how conclusions were arrived at (considering purpose, audience, accuracy, reliability and how the source was compiled).  <b>Appreciate</b> that aspects of the past have been represented and interpreted in different ways and <b>supply</b> reasons for this.  <b>Use</b> and <b>link</b> a range of sources to generalise about an aspect of the past, <b>suggesting</b> omissions and the means of finding out missing information.  <i>E.g. <b>comment</b> on the context of sources for an enquiry about life in the local area in the Second World War, such as why the source was produced and the reliability of the author.</i>

