

History-Year 6 Progress and Target Record Sheet

	Step 3	Step 4	Step 5	Step 6
Chronology, knowledge and understanding of history	<input type="checkbox"/> 3a When I talk or write about features, events, people and themes from the past, I can include some details.	<input type="checkbox"/> 4a When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied	<input type="checkbox"/> 5a When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels	<input type="checkbox"/> 6a When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale)
	<input type="checkbox"/> 3b I can place events, objects, themes and people from my history topic on a timeline	<input type="checkbox"/> 4b I can place a number of events, objects, themes and people from topics I have studied on a timeline	<input type="checkbox"/> 5b I can place historical periods I have studied as well as information about my topic on a timeline	<input type="checkbox"/> 6b I can use a timeline to sequence local, national and international events as well as historical periods
	<input type="checkbox"/> 3c1 I can use some "historical period" terms. <input type="checkbox"/> 3c2 I can also use "century", "decade", "BC"/"BCE", "AD"/"CE"	<input type="checkbox"/> 4c I can use some dates and historical period terms.	<input type="checkbox"/> 5c I use dates and historical period terms accurately	<input type="checkbox"/> 6c I can use historical periods as reference points. <input type="checkbox"/> 6d I can describe and make some links between events, situations and changes within and between different periods and societies
Continuity and change (during and between periods)	<input type="checkbox"/> 3d I can point out some similarities and differences between aspects of life at different times in the past	<input type="checkbox"/> 4d I can describe some changes in the historical period I am studying	<input type="checkbox"/> 5d I can describe changes within and between periods and societies I have learned about	<input type="checkbox"/> 6e I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world
Diversity (within a period)	<input type="checkbox"/> 3e I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying	<input type="checkbox"/> 4e I can describe similarities and differences between some people, events and beliefs in the period of history I am studying	<input type="checkbox"/> 5e I can describe similarities and differences in society, culture and religion in Britain at local and national levels	<input type="checkbox"/> 6f I can explain my suggestions when giving reasons for and results of historical events, situations and changes
Cause and consequence	<input type="checkbox"/> 3f I can pick out some reasons for and results of people's actions and events	<input type="checkbox"/> 4f I can suggest reasons for and results of people's actions and events	<input type="checkbox"/> 5f I can give some reasons for and results of historical events, situations and changes	<input type="checkbox"/> 6g I can explain which causes and consequences are the most significant
Significance	<input type="checkbox"/> 3g I can point out which people were historically important	<input type="checkbox"/> 4g I can suggest which people were historically important	<input type="checkbox"/> 5g I can suggest which people and causes and consequences of change are more important	<input type="checkbox"/> 6h I take account a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness
Using & understanding sources of evidence	<input type="checkbox"/> 3h I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences	<input type="checkbox"/> 4h I can comment on the usefulness and accuracy of different sources of evidence	<input type="checkbox"/> 5h I can suggest some reasons why there are different accounts and interpretations of the past	<input type="checkbox"/> 6i I can explain my evaluation of particular pieces of information and particular sources
Understanding historical interpretation	<input type="checkbox"/> 3i I can say which sources (from a selection) are likely to be the most useful for a task	<input type="checkbox"/> 4i I can identify primary and secondary sources of evidence	<input type="checkbox"/> 5i I compare sources of evidence to help me identify reliable information	<input type="checkbox"/> 6j I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.
Communicating ideas in history	<input type="checkbox"/> 3j I can present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills	<input type="checkbox"/> 4j In my written work, I try to: - organise my answers well - state my conclusions - give reasons for my ideas - use some dates and historical terms	<input type="checkbox"/> 5j My written answers are well rounded with: - well organised with clear conclusions - supported by evidence (from my sources) and reasons - make good use of dates and historical terms	

Name: _____

Types of history sources I have used:

Features of the past I have learned about include:

- houses and settlements
- culture and leisure activities
- clothes, tools and equipment
- way of life of men, women and children
- structure of society (leaders; rich and poor)
- buildings and their uses
- people's beliefs
- religion and attitudes
- things of importance to people
- work

Other features I have studied:

History

Year 6

My history topics and projects:

Teachers' notes

The Progress and Target Sheet statements are, in large part, derived from the ideas recorded by Jamie Byrom in the Historical Association document *Progression in history under the 2014 National Curriculum*. I also considered the assessment/progression frameworks published by:

- Aycliffe Drive School and others (www.aycliffedrive.herts.sch.uk/?page_id=1356),
- Hiltingbury Junior School (<http://www.hiltingbury-jun.hants.sch.uk/wp-content/uploads/2014/11/Assessment-of-Foundation-Subjects-at-Hiltingbury-Junior-School.pdf>)
- Rising Stars (<http://www.risingstars-uk.com/free-stuff/rising-stars-assessment-progression-frameworks>)
- Warberry Primary School and Hornsea Community Primary School (<http://www.warberry-primary.torbay.sch.uk/wp-content/uploads/downloads/2015/01/Science-Progression-of-skills.pdf> and <https://primarysite-prod.s3.amazonaws.com/uploads/49121e507dcc46cc97bc83a517e46f6f/7283/HCPShistorySkillsProgression2014.docx>)

Examples of types of sources of evidence which may be explored in history topics:

artefacts, documents (see below), printed materials, the internet, databases, pictures, paintings, statues and other types of artwork, maps, photos, films, oral histories, music, artefacts, historic buildings and sites.

Published documents include books, magazines, newspapers, government documents, non-government reports, literature of all kinds, advertisements, maps, pamphlets, posters, laws, and court decisions. Unpublished documents include personal letters, diaries, journals, wills, deeds, family Bibles containing family histories, school report cards, and records such as correspondence, financial ledgers, information about customers, minutes of meetings.