



## Year Six History Progression Steps

Year 6	Developing	Expected Standard	Exceeding	Historical Language
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline.</li> <li>Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history.</li> <li>Pupils can compare historical periods, identifying a number of similarities between them and begin to consider why this is.</li> <li>Pupils can compare historical periods, identifying differences between them.</li> <li>Pupils are beginning to identify trends over time, identifying how ideas have been continued/ developed.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline.</li> <li>Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history.</li> <li>Pupils can compare a range of historical periods, identifying a number of similarities between them and think of why this is.</li> <li>Pupils can compare a range of historical periods, identifying differences between them.</li> <li>Pupils can identify some trends over time, identifying how ideas have been continued/ developed.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline.</li> <li>Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history.</li> <li>Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is.</li> <li>Pupils can compare a range of historical periods, identifying differences between them.</li> <li>Pupils can identify trends over time, identifying how ideas have been continued/ developed.</li> </ul>	Chronological, chronology, continuity, BC –AD, BC - CE, timeline, time period, era, change, century, decade, legacy.
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Pupils can remember and use some names and words from the areas they have studied over the years.</li> <li>Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied over the years.</li> <li>Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use a range of names and words from the areas they have studied over the years.</li> <li>Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<b><u>Ancient Greeks:</u></b> Sea faring, countries, Alexander the Great, democracy, dictatorship, god, goddesses, Olympus, Athenians, Athens, Spartans, Sparta, Marathon, Archimedes, philosophy, Olympics, vases, <b><u>Mayans:</u></b> Mesoamerica , Mayans, states, social groups, calendar, Tzol'k'in, Wayeb, Imix, temples, cities, gods, maize, cocoa, society, religion, temples, sacrifice, volcanoes, Ring of Fire.
<b>Questioning</b>	<ul style="list-style-type: none"> <li>Pupils can ask questions, creating questions that develop understanding.</li> <li>Pupils can challenge sources of information.</li> <li>Pupils begin to make purposeful decisions about information to include when forming responses to questions.</li> <li>Pupils begin to organise information purposefully when responding to or asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions, creating questions that develop understanding about change, cause and significance.</li> <li>Pupils can challenge sources, questioning the validity of these.</li> <li>Pupils can make purposeful decisions about information to include when forming responses to questions.</li> <li>Pupils can organise information purposefully when responding to or asking questions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance.</b></li> <li><b>Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda.</b></li> <li><b>Pupils can purposefully select information when forming responses to questions.</b></li> <li><b>Pupils can organise information purposefully when responding to or asking questions.</b></li> </ul>	<b><u>Ancient Greeks:</u></b> Can you use an atlas to find Greece? Which countries did the ancient Greek Empire cover? Which capabilities made this domination possible? How did the Greek political system work? Can we compare this system to other systems? Who did the Greeks worship? How did Athens differ to Sparta? Can we find first hand evidence? How reliable is this source? Can you name some Greek inventors or great thinkers? Which major sporting competition originated in Greece? How do original Olympic events differ from modern day events? Which evidence tells us this? <b><u>Mayans :</u></b> Where would we find the ancient Mayan people? When did they exist? How did the Mayans measure time? What did their cities look like? What was their religion? How and where did the worship? Which rituals and games were part of Mayan life?

Knowledge	<ul style="list-style-type: none"><li>• Pupils show knowledge about historical events, from local history to world history.</li><li>• Pupils show an understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.</li><li>• Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li></ul>	<ul style="list-style-type: none"><li>• Pupils have a strong knowledge about historical events, from local history to world history.</li><li>• Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.</li><li>• Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li></ul>	<ul style="list-style-type: none"><li>• Pupils have a wide ranging knowledge about historical events, from local history to world history.</li><li>• Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.</li><li>• Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li></ul>	Archaeological digs Artefact analysis Videos Photographs Maps Visits: Hancock Museum/ Discovery Museum Books Website Web cams at historical locations
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